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OCCUPATIONAL TESTING FOR CAREER GUIDANCE AND PROGRAMMING FOR OCCUPATIONAL TESTING AND CAREER GUIDANCE PERSONNEL

REPORT OF NATIONAL TRAINING WORKSHOP ON YOUTH COUNSELLING

(FOLK DEVELOPMENT CENTRE, KIBAHA, TANZANIA 1 - 12 JULY, 1985)

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Report on: National Training Workshop on Youth Counselling
Folk Development Centre Kibaha - Dar-es-Salaam (Tanzania)
1st - 12 July, 1985

I. ORGANIZATION

1. The National Training Workshop on Youth Counselling was organized by the Responsible Parenthood Education Project for youth known in Kiswahili as "Elimuya Malezi ya Ujana"(E (EMAU) in Tanzania. The Economic Commission for Africa was requested by EMAU to assist them in conducting the workshop which was designed to provide participants with basic knowledge, skills and information in youth counselling. ECA participation was in accordance with the implementation of the programme element on occupational testing for career planning and programming for guidance and counselling.

II. DATE AND VENUE

2. The National training workshop on youth counselling was held from 1st through 12 July, 1985 at the Folk Development Centre Kibaha about 25 kilo metres from Dar-es-Salaam in Tanzania.

III. PARTICIPATION

3. The workshop was attended by 25 participants men and women drawn from secondary schools, the Ministries of Education and Labour, various church dioceses, social service and school administrators.

IV. RESOURCE PERSONNEL

4. ECA provided one key resource personnel to assist in the conduct of the workshop and to co-ordinate the programme activities including the course content. Four other professional resource persons were drawn from the University of Dar-es-Salaam, Institute of Social and Community Services, Tanzania Family Planning Association (UMATI) and from EMAU.

V. WORKSHOP OBJECTIVES

5. In general, the workshop addressed itself to problem issues confronting youth in Tanzania relative to social, economic educational and cultural aspects. Specifically, the main objectives according to areas covered at the workshop were:

(a) to provide participants with skills, knowledge and information on guidance and counselling services for the youth and to create an awareness among participatts of the need for counselling youths;

(b) to equip partcipants with knowledge and information on youth problems and how to assist the youth in their problems;

(c) to provide participants with an opportunity for mutual exchange of ideas and information on matters relating to youth problems and to develop collectively strategies for assisting the youth.

On the basis of the above objectives, participants were expected at the end of the workshop to be able to do the following:

(a) analyse adolescent problems and determine those which can be helped and or solved by way of counselling;

(b) design and work out an appropriate guidance and counselling programmes for the provision of counselling services to the youth;

(c) assist the youth in his/her home and community integration;

(d) collect and disseminate educational/occupational information for education and employment opportunities;

(e) organize educational tours to work places and to training institutions; and

(f) instil into the youth the development of positive attitude towards work, school and exposing youth to a variety of career possibilities to which they could aspire both within and outside their immediate environment.

VI. OPENING OF THE WORKSHOP

6. The workshop was opened by Hon. Mrs. Mary Watondoha, member of Parliament. In her opening address, the speaker stressed the importance of providing guidance and counselling services to the youth. She went on to say that the youth today is confronted with problems that are basically social, economic and family related problems and as a result the youth finds himself in such problems as drinking, smoking, early pregnancies before marriage, stealing, breaking into houses, taking illegal drugs, crime, delinquency and so forth. The youth finds himself/herself in these situations because he/she has not been provided with guidance and directions to enable him/her cope up with our complex changing society. While on the other hand, we lack adequate professional trained personnel in the field of guidance and counselling and the inappropriate utilization of the few available trained personnel.

7. She emphasized to the participants that while providing guidance and counselling services, there was also the need to educate the youth as an individual to grow and progress, be self-reliant independent, and become a fully integrated member of the society capable of engaging in productive economic activities.

8. In this regard, she wished participants to take the opportunity during the workshop to critically examine issues and problems confronting youth and come out with directions and strategies for assisting the youth in solving their problems. In conclusion, she reminded participants of their responsibility in making use of the skills and knowledge acquired during the workshop and their practical application.

VII. PROGRAMME OF THE WORKSHOP

9. In persuance of the general as well as the specific objectives of the workshop, the following topics were covered:

(a) Needs assessment;
(b) Responsible Parenthood Education Project for youth;
(c) Adolescent (puberty) problems;
(d) Adolescent Problems, Pregnancies and Abortions;
(e) Alcohol, Drugs and Smoking;
(f) Courtship and Marriage Problems;
(g) Concepts of Guidance and Counselling:
(h) Techniques of Counselling;
(i) Individual and group counselling;
(j) Interview technique in counselling process;
(k) Current approaches to guidance and counselling; (L) Insight Oriented Psychotherapy
(l) Individual appraisal-testing
(m) Individual appraisal-non-testing
(n) Vocational Guidance and Counselling;
(o) Educational Counselling and Role of a Teacher;
(p) Role play - practical counselling;
(q) Urban oriented problems; breakdown of family institutions;
(r) Social problems affecting youth.

10. The above topics were presented in a form of paper presentations and discussions during instructional sessions. In addition to instructional sessions, participants were involved in practical counselling, occupational visits and films presentation.

VIII. WORKSHOP PROCEEDINGS

11. The workshop was designed to meet the needs of the participants who were involved in youth counselling within the school, outside the school and in employment services. Consideration was also taken of the fact that most of the partcipants were not trained counsellors but had been assigned and charged with the responsibility of providing guidance and counselling services at their respective place of work. The proceedings which follows hereunder was therefore, designed specifically to impart the participants with basic knowledge and skills in youth counselling as well as information on youth problems.

An introduction and general review of the "Responsible Parenthood Education Project for Youth"

12. The director of the Responsible Parenthood Education Project for Youth presented an account of the background to the project. The Project was started in 1976 by the Christian Council of Tanzania (CCT) in co-operation with the Family Planning Association of Tanzania (UMATI). She explained the reasons that led to the establishment of the project as follows:

(a) there was a growing number of family, and parenting-related problems;
(b) the family unit was being disunited and causing a number of problems;
(c) the youth seemed to be the victim in most of these problems;
(d) there also seemed to be no suitable and willing adviser or counsellor to help the youth with their problems;
(e) there was also a growing number of pre-marital pregnancies, abortions and a freightening revolution in the sexual moves of youths.
(f) besides the above problems, there was also a need to help the yough physically, intellectually and spiritually so that they are able to cope with their developmental changes as well as those social, political, economic cultural and educational changes in this modern society.

13. Having identified some of the major problems confronting the youth in Tanzania, the next step was to plan and prepare a programme specifically designed to train teachers, youth leaders and other personnel so that they acquire the skills, knowledge and information necessary and needed to deal with youth problems. Since 1976 to date, training workshops and seminars have been and continue to be organized for teachers at Teacher Training Colleges for both secondary and primary schools, for youth leaders in the churches and officers in employment services. The emphasis of the programme has been on youth problems, family life education and youth counselling. The programme also include the production of reading materials geared to youths. Such reading materials on smoking, alcohol, drugs, abortion, teenage pregnancies, veneral diseases, use of money, marriage and others have been produced and continue to be produced. This material is to be used by the youths to supplement the teachings and other related information they get from their parents, teachers, leaders, friends and peer groups.

14. In summary, the director informed participants and resource persons that the projects ultimate goal is to see that tFamily Life Education, guidance and counselling are included in the Tanzania education system curriculum. The project has contact and co-operates with the Ministry of Education, the Family Planning Association of Tanzania, UNFPA, the University of Dar-es-Salaam and the Prime Minister's office. There was she added also a need for co-operation among many other organizations dealing with Family Life Education, Guidance and Counselling in Tanzania so as to pool resources and not duplicate activities.

The following is a summary of topics presented during instructional sessions with problems addressed during presentation and discussion.

Adolescent (Puberty) Problems

15. The period of adolescent lies somewhere between childhood and adulthood. There may be some cultural variations, as to the exact boundaries of adolescences. This transitional stage of development from childhood to adulthood is associated with many rapid changes: physical, physiological, psychological, emotional and social.

Although there are individual variations, girls are usually 2 years ahead of boys while boys eventually catch up with girls around the age of 18 and above.

16. Some of the factors responsible for individual variations were discussed and they include:

(a) Genetic
(b) Health and nutritional status
(c) Emotional and physical stress
(d) Some tumours in the brain or swelling in or near adrenal gland (Precocious maturity) or brain damage during birth etc.
(e) Deficiency states e.g. iron.

Notable physical changes or signs among boys and girls were listed and discussed some in relation with social and sex problems.

17. Problem areas as a result of physical changes among adolescents and which may require counselling were brought out and discussed as follows:

a) Early maturation - this may cause worries because the adolescent looks grown up compared to his age mates. His own age mate may not want to include him in their play group; there may be a lot expected of him since he looks "grown up" while he still feels like a child. Such expectations make him doubt himself even more. There could also be sexual activity associated with intellectual immaturity (lack of restrains).

b) Late maturation - he may be a target of teasing and ridicule from his peers causing him emotional pain and feelings of inadequacy. Worries and inferiority complex may be experienced.

c) Weight and height - Frustrations e.g. concerning games; peer group identity etc.

d) Boy-girl relationship. This is the time of trial with physical changes, there may be a strong drive for sex and if not controlled in girls this may result into early pregnancy.

e) Sex tension: indulgence in sexual outlets which are frowned upon by society.

18. Besides the above problems experienced by adolescent as a result of physical growth, some of the problems that arise during adolescent years may stem from the adolescent's great need to defy authority. This need to defy may be the adolescent's communication of his conflect about the "child" and the "adult" in him. As he tests out his growth, becomeing an "adult", this need to defy authority becomes very strong.

This is also a reflection of the adolescent's struggle with dependence-independence or separation-individuation issue. As the adolescent establishes close relationships with others, he develops increased independence from parents. The conflict arises as the adolescent desperately wants to break away from parental control while at the same time he feels a strong need for parental guidance, and a warm, close, affectionate secure relationship with parents. Exaggerations of this need to defy can lead to antisocial behaviour expresseed in delinquency such as fruancy, lying, stealing or fihting. This defiance may crease substantial family turmoil.

19. In conclusion, participants were asked to observe adolescent's changes such as a sudden poor performance in classroom etc. This is because a lot of times the adolescent's personal/social ptoblems are not given any attention until the adolescent gets into trouble. Only then do teachers, administrators, employers and parents recognize problems. Suspension or expulsion from school or work seems to be the most common "solution" to the problem and parents sometimes find it hard to believe or accept that their daughter or son has a problem.

Adolescent Problems - Pregnancies and Abortions

20. On teenage pregnancies, it was pointed out that that was one of the major problems facing youths in particular the girls. Teenage pregnancy is even much more a problem for the school-girls because pregnancy terminates their studies. Reasons why youths indulge into pre-marital sex were explored as follows:

- to satisfy sexual urge
- to demonstrate love in order to solicit friendship or marriage
- to test one's capacity prior to marriage
- to seek personal gains such as money, job, housing, clothing, food etc.
- to succumb to exploitative manouvers (seduction alcohol, rape).

21. The role of a guidance teacher or counsellor in assisting teenage to avoid pregnancy or in assisting those already pregnant was discussed. The following ideas and measures were discussed:

Pregnancy Avoidance: Measures or Information Required

(i) Self control measures (such as restraint, physical exercise, masturbation, etc.)

(ii) Birth Control measures (pills, IUD, spermicides, etc.)

(iii) Elimination of misconceptions (e.g. that pregnancy cannot occur)"
- at the safe period;
- while still a virgin
- if withdrawal is practiced
- if there is no going all the way

If Pregnant: measures or information required

(i) To be aware of pregnancy when it has occured - one has to recognize its signs and symptoms such as:

.Sickness - Headache
.Changes in Breasts (heaviness and tingling feeling)
.Tenderness of nipples -
.Constipation
.Foetal movements

(ii) Ascertaining the Putative father:

- Date when period should have been expected
- Male contacts during 7-21 prior to this date

(iii) Informing parents, guardian, teacher

- Date and circumstances of contact loving relationship existing between the two individuals concerned

(iv - Marriage prospects

(iv) Minimizing worries and abortion or suicide temptations:

- sympathy demonstration
- Helping the pregnant girl to accept the situation
- Showing willingness to assist in every way possible
- Cautioning against abortion and risks involved e.g. damage to internal organs which may cause future sterility;damage to the baby if abortion does not succeed (the child may suffer from mental and physical illnesses)

(v) Tracing putative father to ascertain:

- whether he accepts or disowns the pregnancy
- whether he loves the girl and is prepared for marriage
- whether he accepts responsibility for maintaining the child
- whether too young and undecided

(vi) Marriage prospects: to putative father;to previous fiance and/or to future candidates.

(vii) Care of the pregnancy:

- Good nutrition and moderate exercise
- Avoidance of smoking and excessive drinking
- Attending Ante-Natal clinic as required
- Good preparation for delivery

(viii) Making arrangements for the care of the child after delivery:

- Exploring adoption avenues if mother, parents and other relatives do not want to take care of the baby.

(ix) Prevention of repeated pregnancies in the future:

- Adoption of contraceptive practice
- Self-control

22. Participants were given the opportunity to bring up their experiences and actual cases they had handled in relation to pregnancies and abortion problems. One major problem addressed was the girl's future education after delivery in the case of the school girl.

Should she be allowed to go back to school after delivery (primary or secondary school)? Or be permitted to sit for the terminal examinations taken at the end of the primary school, the 'O' level or the 'A' level. What other alternatives available for her educational opportunities?

23. On discussing the above issues participants explained some of the practices undertaken by school headmistresses, headmasters in relation to allowing or admitting girls back to school after delivery. In some cases, it was said that school headmistresses had made arrangements to have the girl admitted into another school (not

the same school where she was before) in order to continue with her education. Depending on the circumstances and the girl's determination to go back to school, in most cases girls are unable to go back to school after delivery. However, because there is no government policy on such cases, school administrators have been excercising or making such decisions on their own discretion.

Alcohol, Drugs and Smoking

24. Youth problems on drinking, drugs and smoking were outlined and discussed. Types of drugs being used by youth were listed, consequencies and risks involved in taking such drugs were also discussed. Drinking problem among the youth for various reasons such as frustrations, lack of things to do etc. were also discu-sed. For the counselling purposes, the following were suggested:

During the counselling session the counsellor should:

(i) discuss the danger of excessive drinking, smoking and drug taking

(ii) list the various side effects, diseases and mental illnesses which may result from drinking, smoking and drug taking;

(iii) discuss the various ways of avoiding getting addicted to drugs, smoking and becoming alcoholic.

25. Drug Abuse: This was explained as the persistant, or sporadic, excessive use inconsistent with or unrelated to accepted medical practice. In in other words, the taking of substances, some of which have medical uses, or non-medical purposes.

26. Causes of Drug Abuse: In general terms drugs including alcohol, are taken to alter mood or awareness of the environment. From this, it can be deduced that those taking drugs are seeking to improve their immediate environment which must, therefore, be unsatisfactory to them. Drug taking may occur in those who are themselves inadequate or who have inadequate satisfaction or purpose in life. The following situations then may predispose to drug taking and subsequent addiction:

(i) Inadequate stability in the family relationship;

(ii) Frustration or guilt consequent on individual failure, whether socially or academically;

(iii) Boredom or lack of either material or moral purpose in existence. This leads to the necessity of being "with it which also stems from lack of security.

(iv) High pressure competitive way of life inflicted on the young by the order generation.

(v) Abnormal personality producing anti-social behaviour or the immature personality escaping from the responsibilities of growing up;and

(vi) The general reaction of society which influence motivation for drug abuse.

27. Additional pharmacological, environmental and human factors may also contribute. While no single factor can be held responsible for the present world wide epidemic of

drug abuse, disintegration of family unity and consequent divergence of interests of adults from those of the young is probably of major importance. Drug dependence develops in only a few of those who have used drugs, as alcohol dependence develops in only a few of those who take alcohol. This probably reflects an underlying personality disorder which should be considered as an illness and treated as such. Dependence may also develop in a normal personlity undergoing severe stress.

28. Extent of the Problem: While drug abuse is less widespread in Tanzania than in many other countries, it is definitely occurring. A few secondary schools in Dar-Es-Salaam and elsewhere in the country have experienced sporadic incidents of children taking drugs on the school premises. Drug abuse is occurring among selected groups of youth in Tanzania. At present the problem is not widespread but there is need for school counsellors, church youth leaders and others currently involved in the provision of guidance and counselling services to assist the youth from drug taking and help those already taking drugs to control themselves and stop taking drugs. The counsellor through gradual counselling process may assist those alraady in the habit of taking drugs for non-medical purposes.

Concepts of Guidance and Counselling

29. The various concepts of guidance and counselling: career guidance, career education, educational guidance and counselling, vocational guidance and counselling, occupational guidance, etc. were explain-d and their inter-relationship. Their emphasis in terms of providing services differ depending on circumstances. For example educational guidance would emphasize the educational aspects such as chosing subject combinations acquiring basic skills, study habits, etc. while career guidance may seek to bridge the gap between education and the world of work. The basic services of the guidance programme were also explained to include:student appraisal, information services, the counselling service, research and evaluation.

30. The need for guidance and counselling was explained as follows:

(i) Complex society: that guidance was essential and necessary in a changing complex society. The society has undergone a change that the modern man can no longer work out his living on hunting, farming and fishing. Young people wpuld therefore need to be guided and prepared so that they can fit into this complex society.

(ii) The Changing Structure of the World of Work. Changes in the world of work include those changes in positions, tasks, and responsibilities in occupational roles. There are changes too which affect the occupation structures, supply and demand of personnel in occupations are also changing. These changes affect the availability of people for the labour market. It is the responsibility of effective guidance to take an inventory of some of these changes in order to be in a better position of guiding the youth to make good decisions about occupations and career choices.

(iii) New and Increased Responsibility of Schools: At present, there is an increased demand not only in Tanzania but elsewhere on educational responsibilities to prepare youth for the country's labour market. In this situation, there is a philosophical constraint which impels the country to

provide a variety of educational programmes to suit every persons interests, abilities and aptitudes. Thus schools offering different subjects, areas ofespecializations, discipline have to be established.

(iv) New Technology: With high or advanced technology, the whole concept of learning and of the working life span of the future may be different and the effect of technological changes upon each individual in the society may become dramatic. The point here is that advanced technology carries with it implications for educztion and training, the development of human resources, changes in social structure and, therefore, the need for systems of guidance to assist persons understand and plan in accordance with the transformations taking place in their nations.

(v) Occupational dissatisfaction: Guidance reduces the incidence of occupational dissatisfaction as far as choice of career goes by presentation of a pre-occupational entrance picture which reduces "occupational shock" as well as by making appropriate selection and placement of individuals into jobs where they could be appropriately utilized. Accordingly, frequent changes of jobs (people moving from one job to another), low performance and productivity at work could be minimized if effective guidance and counselling services were provided.

31. To sum up, guidance and counselling services is greatly needed because our society is increasingly becoming complex; the changing structure of the world of work which is also affecting the occupation structure; new technology replacing human labour etc. It is also becoming difficult to foresee and plan for our personal future. All this therefore implies a growing need for guidance and counselling. It is the responsibility of counsellors youth leaders, teachers etc. to give guidance and counselling services to the youth.

Techniques of Counselling

32. In theory, three counselling techniques were explained as follows:

(A) Client-centred approach or the Rogerian approach to counselling or sometimes referred to as the non-directive approach. Two basic tenets of this approach were explained:

(i) That the initiative must come from the client or the counseller, he/she must decide himself if he/she needs help, he must seek help and accept the responsiblity for solving his problem;

(ii) Every individual has a tremendous capacity for adaptation and readjustment, a strong drive towards maturity and independence.

Hence, the steps in client-centred approach include:

(i) The individual comes voluntarily for help.

(ii) The counselling situation is defined. The client is encouraged to accept the responsibility for working out the solution to his problem.

(iii) The counsellor encourages free expression of feelings regarding the problem by displaying a friendly, interested, receptive attitude, In doing so, the counseller can express his feelings of hostility, anxiety, concern,

guilt ad
guilt and indecision and experiences, thereby some relief from tension and pressure that the counsellor felt before.

(iv) The counsellor accepts, recognizes and reflects these negative as well as positive fellings of the counseller.

(v) This period of free experessions is followed by a gradual development of INSIGHT. The counseller understands and accepts his problem as he begins to understand and accept himself.

(vi) As the counseller recognizes and accepts emotionally as well as intellectually his real attitudes and desires, and as he/she comes to a clearer understanding of the causes of his behaviour and gains a fresh perception of his life situation, he perceives the decision he must make and the possible course of action open to him.

(vii) The counseller at this stage begins to translate insight into action.

(viii) Further growth takes place with further achievement of insight.

(ix) There is increasingly integrated positive action.

(x) Finally, the counseller feels a decreasing need for help and recognizes that the counselling must end. He (the counseller) terminates the counselling relationships.

B. The Clinical Approach to Counselling.

33. This approach is sometimes referred to as the directive approach or the counsellor centred technique of counselling. Advocates of this approach feel that it is wrong to accept the thesis that every individual has, within himself the resources necessary to solve his problems. They believe that like in clinical situations, counselling should lead to a prescription by the counsellor of a remedy to the counseller's problem. The clinical approach follows the steps below:

(i) Analysis. The collection of data about the counseller and his environment from a variety of sources.

(ii) Synthesis. The selection of the pertinent data, the summarisation and organization of this data in order to gain a picture of the counseller's strengths and weaknesses, adjustments and maladjustments.

(iii) Diagnosis. The formulation of conclusions regarding the nature and cause of the counseller's problems.

(iv) Prognosis. The prediction of the outcome of various courses of action by the counseller.

(v) Treatment. Counselling that may include some or all of the following procedures:

(a) Establishing rapport with the counseller

(b) Interpreting the collected data to the counseller

(c) Advising or planning a programme of action with the counseller

(d) Assisting the counseller in carrying out the plan of action

(e) Referrals to other counsellors for assistance or counselling.

vi) Follow-up. The determination of the effectiveness of counselling:

(a) Did the counseller carry out his plan of action?

(b) Was it successful?

(c) If not successful, what might be done to alter or improve the plan of action?

6. The Eclectic Approach. This was described as selective counselling. Its proponents

34. This was described as selective counselling. Its proponents believe that there are strengths and weaknesses in both the client-centred anad clinical approaches and neither approach allow the counsellor the flexibility necessary to counsel most effectively. Thus, this approach uses the best from both approahces within the same counselling interview.

35. As counselling has gained increased professional stature, counselling theory has become more and more closely interwined with learning theory and personality theory. Consequently, "non-directive", "directive' and "eclectic approaches are appearing less frequently in the current literature on counselling theory. The following are among the current approaches to counselling:

(i) Rational Approaches to Counselling:

including clinical counselling, personality counselling, and the rational psycho-therapy of Albert Ellis.

(ii) Learning Theory Approaches to Counselling:

including social learning approach, interference theory approach, and the conditioned response theory approaches.

(iii) Psychoanalytic Approaches to Counselling

These include the psychological Counselling, and the Psychoanalytic Therapy.

(iv) Perceptual-phenomenological Approaches to Counselling:
These include the client-centred Therapy, the Psychology of Personal Contacts, and the Transactional approach.

(v) Existential Psychotherapy. This include the Logotherapy.

Counselling Relationship

36. While the counsellor may use any of the above listed approaches to counselling, one of the most important element in counselling is the relationship established between the counsellor and the counsellee. The relationship alone can account for much of the change that may take place in the counsellee. Creating this relationship is a complex matter difficult to define. This is a professional relationship different from that which exists between friends or relatives. It is based on the counsellee's understanding that the counsellor is a relatively unbiased person with professional preparation and experience fitting the counsellor to help the counsellee

solve his problems. On the counsellor's part, it is based on a sincere desire to help by accepting the counsellee as a person worthy of respect and as a person who possesses unused capacities for change, and if the counsellor can create a climate where this change can begin.

The Counsellor's Responsibility

37. The major responsibility of the counsellor in the initial counselling process is to prevent a situation where the counsellee is so threatened that it is not possible for the counsellee to communicate well. However, at the same time, some threat must be present, or the counsellee may fail to progress. This control of threat and anxiety by the counsellor presupposes training and experience of such a nature that the counsellor can estimate closely the amount of threat a counsellee can handle and increase or decrease it by the technique used in the interview. Thus, good communication and understanding between the counsellor and the counsellee can be created depending on the way the counsellor phrases his/her questions, leads or directs the counselling process.

The Counselles' Responsibility

38. The counsellee also has some responsibilities in this counselling relationship. The first of these is counselling readiness. This counselling readiness involves two things. The first is a knowledge that certain counsellee's behaviour is unsatisfactory and the second is a sincere desire to change such behaviour. This requires a willingness to change on the part of the counsellee and an acceptance of the counsellor's ability to promote such a change. The counsellor can increase counselling raadiness but cannot create it. This is why it is usually easier to work with counsellees who come voluntarily for counselling (client-centred approach

39. The counsellee has to recognize that the matters being discussed during the counselling process are not the responsiblity of the counsellor. Apart of the development of a successful counselling relationship is the working out of these areas of responsiblity between the counsellee and the counsellor. Matters discussed and the extent of discussion with frankness and unreserved are usually the responsiblity of the counsellee. The way in which these matters are discussed, the tools and techniques used, and the limits established within the interview itself are the responsibility of the counsellor.

40. If this division of responsiblity does not emerge as the counselling process progresses the counselling relationship is apt to be affected negatively.

41. Apart from understanding the counsellor's and the counsellee's responsibility as stated above, the qualities and skills required of a counsellor were discussed as follows:

Qualities of a Counsellor

42. As a counsellor the following qualities are important:

(i) Know Yourself: A good counsellor must have self knowledge, understanding and accepting. In order to counsel others, a counsellor must first of all know himself, his strengths, weaknesses, limitations etc. A counsellor may not effectively counsel others if he/she does not know himself or have no self awareness.

(ii) **Self-confidence:** A guidance counsellor must have self-confidence to be able to counsel others.

(iii) Feel Secure: A counsellor must feel secure with himself and around himself. It would be difficult to handle counselling cases if the counsellor lacks self confidence and does not feel secure.

43. In addition to the above three qualities, the counsellor should have or use the following skills in attending and responding to the counsellee. These skills were summarized as follows:

(i) **Attending:** The counsellor, by his very POSTURE, must let the counsellee know that he is with him, that during the time they are together, he is completely available to him. This is physical attending.

(ii) The counsellor must listen attentively to his counsellee: He must listen to both the verbal and non-verbal messages of the person he is trying to help: Verbal: he has to listen attentively to the words of the counsellee, however confused they might be. Non-verbal: he has to listen to the messages that are carried in the counsellee's tone of voice, silences, pauses, gestures, facial expressions and posture. The counsellor have to attend both physically and psychologically to the counsellee in need, in order to help him.

44. (iii) Skills in Responding to the Counsellee: When the counsellee presents himself for help, the counsellor first of all attends to what the counsellee is saying; then he attends in a way that helps the counsellee explore his behaviour:

(a) Accurate Empathy - the helper must respond to the counsellee in a way that shows that he has listened and that he UNDERSTANDS how the counsellee fells and what he is saying about himself. In some sense, he must see the counsellee's world from the counsellee's frame of reference rather than from his own. It is not enough to understand; he must COMMUNICATE his understanding.

(b) **Respect** - the way in which the counseller deals with the client must show the client that he respects him, that he is basically for him, that he wants to be available to him and work with him.

(c) Genuineness - the counsellor's offer to help cannot be phony. He must be spontaneous, open. He cannot hide behind the role of counsellor. He must be a human being to human being before him.

(d) Concreteness - even when the client rambles or tries to evade real issues by speaking in generalities, the counsellor must ground the counselling process in concrete feelings and concrete behaviour. His language cannot be vague counselling language.

(e) Self-disclosure - the counsellor is willing to share his own experience with the client IF sharing it will actually help the client understand himself better. He is extremely careful, however, not to lay another burden on the cleint.

(f) Immediacy - the counsellor is willing to explore his own relationship to the client (You-me talk), to explore the here-and-now of cleint - counsellor interactions to the degreee that it helps the cleint get a better understanding of himself, of his impersonal style, and of how he is co-operating in the counselling process.

(g) Confrontation - the counsellor challenges the discrepancies, distortions, games, etc., in the client's life and in his interactions within the counselling relationships iteself, to the degree that it helps the client develop the kind of self-understanding that leads to constructive behavioural changes.

(h) Alternative frames of reference -the effective counsellor can offer the client alternative frames of reference for viewing his behaviour, to the degree that these alternatives are more accurate and more constructive, than those of the client. For example, the client might see his verbal interchanges as witty (one frame of reference) while the helper might suggest that his interchanges seem biting or sarcastic to others (an alternative frame of reference).

(i) The elaboration of action programmes - the counsellor collaborates with the client in elaboration of action programmes. These may include problem-solving techniques, decision-making processes, behaviour-modification programmes, homework, or training in interpersonal and other kinds of skills.

(j) Support - as the client involves himself in action programmes, fears and doubts arise, he fails at times, and, in various ways, he succeeds. Also, now problems arise. The counsellor must reinforce the client's successes and help him through the problems that arise from this action phase.

Individual and Group Counselling

45. The lecture on individual and group counselling emphasized the various approaches that a counsellor may use during the counselling process. In the case of individual counselling, this is an interaction between the counsellor and the counsellee whereby the counsellee has a problem and in in need of help. The counsellor during his counselling relationship should:

(i) assist the individual to understand and accept himself as an individual, thereby making it possible for the counsellee to express and develop an awareness of his own ideas, feelings, values and needs'

(ii) furnish personal and environmental information to the counsellee, ss required regarding his plans, choices or problems;

(iii) seek to develop in the counsellee a greater ability to cope with and solve problems and an increased competence in making decisions and plans for which he is responsible;

(iv) assisting the counsellee in relating his interests, apptitudes and abilities to current and future educational and occupational opportunities and requirements.

(v) assist the counsellee who needs referral services to be aware of and to accept referaal to other specialists in community agencies and others.

46. However, the counselling service is dependent upon adequate previous analysis of the individual counsellee. The counselling service is also dependent upon various informational services. Counselling an individual without adequate background information on his say home environment, helath, academic record abilities, interests or personal traits is generally indefensible.

Group Counselling:

47. This was viewed as routine adjustment or developmental experiences provided in a group. That group counselling focuses on assisting counsellees to cope with their day-to-day adjustment and development concerns. Examples might focus on behaviour modification, developing personal relationship skills, concerns of human sexuality, values or attitudes, or career decision making. The group being counselled must have the following properties:

- interaction between individuals perceptions of other members,
- the development of shared perceptions,
- the development of interdependence or roles,

48. Besides these properties, attention was given to the following characteristics of a group as including:

(i) dynamic interactions among members

(ii) a common goal

(iii) a relationship between size and functions

(iv) volition and consent; and

(v) a capacity for self-direction

49. Group counselling can be growth engendering in so far as it provides participation incentives and motivation to make changes that are in the counsellee's best interests. The group provides the environment which may enhance or inhibit learning. The object is to provide a stimulating and permissive climate for individual change and encourage individual effort, autonomy and independence. Each person within the group must react to interact with and reflect upon the actions of the other persons who are members of the group. The problem is to communicate, to perceive, to join with others in common task.

50. On the other hand, group counselling is remedial for those individuals who have entered into a spoial of self-defeating behaviour, but who are, nevertheless capable of reversing the spoial with counselling intervention. Examples of group counselling activities may be given as the T-groups, Sensitivity groups, encounter groups and others. Therapy groups were also briefly discussed as follows:

51. (i) Group Therapy or Psychotherapy: Therapy groups provide intensive experiences for individuals with serious adjustment, emotional and/or developmental needs. Therapy groups are usually distinguished from counselling groups by both the length of time and depth of the experience for those involved. Whereas counsellors devote most of their time to helping counsellees learn to recognize and cope early with self-defeating behaviours and to master developmental tasks, psychotherapists devote most of their time to remediation for emotionally disturbed persons.

52. (ii) Occupational Therapy: This still refers to therapy groups whereby individuals involved in occupational therapy are given specific occupational activities to determine their abilities and interests. In other words, occupational therapy for individuals with serious adjustment focuses on testing or determing individuals occupational interests, etc.

53. During discussion, it was concluded that group counselling provided a unique setting whereby through the application of appropriate techniques and procedures, the counsellor could provide status, responsibility, exploration and the opportunity for choice. It is through the group that the individual has the opportunity to change his goals and attitudes in social interaction that has real meaning. Through his understanding of the mechanisms and the alternative leads that are available, the counsellor serves as a guide in facilitating the development of both the individual and the group.

Insight oriented psychotherapy

54. Related to group therapy was a presentation on Insight oriented psychotherapy. Discussion on insight oriented psychotheraphy emphasized the development of insight self understanding and accepting. Second, this insight oriented psychotherapy was explained in a Triangle System as shown below:

Figure I

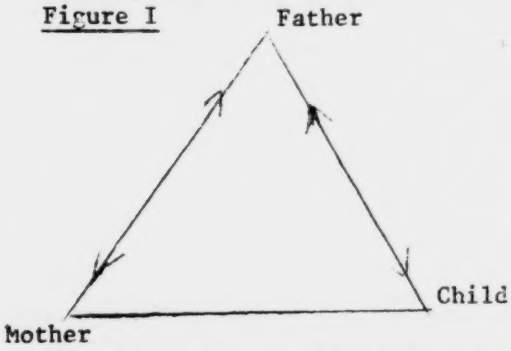
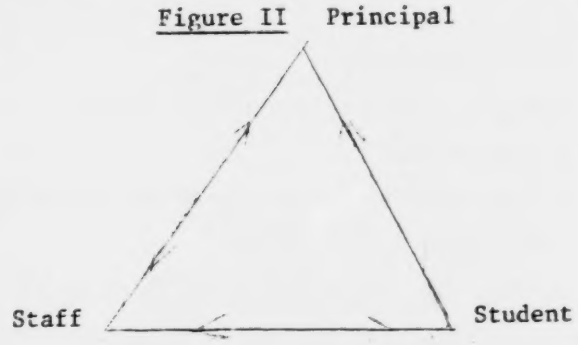


Figure II



55. Figure I and II represent the triangle system where in the case of Family Therapy Counselling (as in figure I) certain dynamic forces tend to be carried. These dynamic forces include the interaction and interpersonal relationship that goes on between father and son, son and mother and mother and father. Or in the case of school set up (figure II) the interaction and interpersonal relationship between staff and Principal, Principal and student and Student and staff. Who tends to form alliance with who, and who tends to fall against who etc. These are among the dynamic forces which make counselling difficult to a counsellor who is for example conducting Family Therapy Counselling.

Interview Technique in Counselling Process

56. In discussing this topic, the following questions were presented:

(i) what is an interview?
(ii) what are the techniques and approaches used in an interview?

(i) What is an interview: This was described as a relationship between two people the interviewer and the interviewee or a face to face interaction between a counsellor and a counsellee in which the interviewer or counsellor attempts to gain information, to persuade, or to help the counsellee in making a decision or in solving a problem. Various types of interview for various purposes were pointed out such as an interview for a job recruitment, interview for placement in school, or at work, interview for special training in which the interviewer tries to find more information about the abilities and potential

of the client, his interests and attitudes towards the special training the client is seeking and so forth.

(ii) What are the techniques and approaches used in an interview?

(a) Helping to put the counsellee at ease. It is easier and effective if the counsellee is relaxed and able to communicate without emotional pressures.

(b) Forming one's first impression of the counsellee. The interviewer must be particularly observant of the first things the counsellee says and does in the interview. These are often clear indications of what is one the counsellee's mind and of his emotional state.

(iii) Directing the conversation: In a counselling situation, the counsellor may direct the conversation by asking questions, he may use "closed or opne-end questions". Closed questions call for a specific answer. For example - How old are you? While open-ended questions call for more information and may include facts and observations which were not specifically asked for in question.

(iv) Terminating discussion of a certain subject: The counsellor may terminate or conclude discussion of a certain subject which is out of context, or the counsellee seems to be repeating himself or introducing a topic which may be out of context. The counsellor may use the direct approach to counselling to terminate the discussion without offending the counsellee.

(v) The Importance of Silence in the Interview: In a counselling situation, some interviews have long periods of silence. The interviewer should let the interview proceed in its own way. Oftentimes, an item of information or an emotion has to be considered and digested before the interview can proceed.

(vi) Advice giving: In general, it is not wise nor recommended to give advice immediately, for the counsellee may need to tell the counsellor many things before one can form a good opinion as to what cause of action he should follow. It is best wherever possible to help the counsellee to be self-reliant, and not to make him dependent on the counsellor's advice.

57. While one may use the interview technique stated above, there can however be no refined formula to an effective interaction between two dynamic personalities. The basic aim of the counsellor is to help the counsellee to identify an issue or issues clearly, put it into the right perspective and develop a strategy to address the issue. The counsellor, without dominating and imposing himself on the counsellee, concentrates on the counsellee's physical expression, mannerism and verbal expositions during the interaction.

INDIVIDUAL APPRAISAL TESTING AND NON-TESTING

58. The lecture described the student appraisal services which are designed together and collate data about each student/counsellee for the purpose of helping him carry out his plans and improve in areas where he is deficient, and to identify early any difficulties which may interfere with the student's growth. This collection of data is intended to be used for the benefit of the student. A good appraisal service should be integrated, continuous and utilitarian.

59. Intergrated: This means that it should include a variety of both test and non-test information, for example, results of aptitude, intelligence tests and achievement tests, autobiographical information, interest inventories etc. This intergrated information will enable the counsellor to have a wider and more accurate picture of the student/ counsellee.

60. Continuous: For the appraisal to be meaningful, it must be continuous from year to year, recording the student's progress in school, the changes observed by his teacher, his attitudes, etc.

61. Utilitation: The data collected should be translated into some type of practical application. It should be put to work for the benefit of the student/counsellee. When putting the information collected to use,the counsellor must guard himself against indiscriminate release of the information to outside agencies or other people who have no interest in the student's or cunsellee's welfare. The privacy of the appraisal information should be maintained. However, the counsellor can release some information which is of unrestricted nature, e.g. name, sex, school attended. While the confidential information such as psychological report or psychiatric evaluation of anything that is personal to the student/counsellee should not be released to unauthorized persons. The counsellor must therefore have a clear understanding of what information he is entitled to release, which is prohibited and which is discretionary. Assuming, then, that the counsellor has safeguarded the privacy of the information;how can he put that information to some constructive use? How deos he make it utilitarian?

62. General Guidelines: The following guidelines were discussed.

(i) The counsellor must evaluate the information as a whole, never relying on a single piece of information. Any single information must be assessed in terms of all information.

(ii) The counsellor must apply his interpretive skills in evaluating the information instead of simply accepting it at face value. He may apply his psychological skills and insight in evaluating subjective information and statistical skills in evaluating objective test results.

(iii) In sharing information with other members of the counselling team, the counsellor assumes full responsibility for the use made of the information. In other words, the counsellor is the guarding of student's information.

(iv) The counsellor should attempt, in his interaction with clients (students, counsellees, etc.), to integrate the information into the interview.

(v) The counsellor should look at all information as it reaches his office in order for him to take action if need be for the benefit of the counselle/ student.

63. Appraisal techniques: These fall into two major groups;the non-test and the test appraisal techniques.

(i) Non-test appraisal techniques: These include:observation method, anecdotal records, cummulative records, autobiography, rating scales and the sociometric scale.

(a) Observation: In an observation process, the counsellor should keep the following in mind: (i) what is being observed, (ii) basic concepts of appraisal for observation such as purpose, prediction, control or manipulation. The observer selects and organizes the data observed. The counsellor must have at least a preliminary idea of

what to look for. There are however, a number of difficulties with observational method. Subjective

what to look for. There are however, a number of difficulties with observational method. Subjective biases and poor insight may lead to poor inaccurate evaluation of the counsellee. To increase the accuracy of our observations should be made at a variety of situations and at different times.

(b) Anecdotal records: When observations are recorded, they are called anecdotal observations. Anecdotal records provides the counsellor with developmental and longitudinal portrait of the counsellee and must therefore, be accurate and objective. The recording should be made immediately the behaviour occurs and must be specific, well selected, objectives and simply stated.

(c) Cummulative records: This is a progressive, co-ordinated records of the student/counsellee's progress in school, results of aptitude tests, achievement tests, disciplinary actions, health informaiton, family information, extra curricular activities and so forth. It is in a broadest sense a comprehensive paper portrait of the student.

(d) Autobiography: A written report by the counsellee/student about himself. This provides information about how the student/counsellee sees himself. It also provides the counsellor with a view of the counsellee's world as perceived by him.

(e) Rating scales: Rating scales help the counsellor to easily quantify the student and categorize him according to the rating scale categories. The major weaknesses of rating scales is that they tend to oversimplify the individual's complexities to a few categories and suffer from subjectivity. Rating scales can be descriptive, numerical or graphic.

- Descriptive rating scales for example provide the counsellor with a variety of descriptive statements from which he may choose those that best describe the counsellee.
- Numerical Rating Scales, rates are assigned numerical values according to their judged standings on some characteristics of interest.

Following examples were explained:

One would use the following for rating student.

Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Statements about the students' behaviour would be presented and the rater would circle the number that best agrees with his perception of the student.

1. He easily mixes with others: 1 2 3 4 5
2. Has some discipline problems 1 2 3 4 5
3. Assumes responsibility easily 1 2 3 4 5

(f) Graphic Rating Scale: On a graphic rating scale, the rater checks a point on a line containing descriptive terms or phrases at certain points to indicate the ratee's behaviour or his standing on a trail: the following is an example:

Is he generally depressed or cheerful?

Rejected	generally dispirited	usually in good humour	cheerful	Hilarious

Is he co-operative?

Never co-operates	Rarely Co-operates	Sometimes Co-operates	Readily Co-pperates	Enthusiastically Co-operates

Using the examples given above, the rater would check or circle the word or phrases that indicates the ratee's behaviour or trait as shown above.

(g) Sociometric techniques: This is used to measure the counsellee's social values, preferences and interactions. It is a procedure for determing each individual's position within a social group by analysing the choices (and rejections) made by each group member with respect to others in the group.

(ii) Test-appraisal techniques: Testing is an integral part of the counsellor's specialised appraisal skills. Testing helps the counsellor to identify those students or counselles who are in need of counselling remediation or other forms of guidance. Usually, tests can be grouped or categorized as following:

Intelligence tests: which include achievement tests, aptitude tests and any other tests that would test the individual's ability in various subjects;

Reading tests (especially at the lower level), this would test the individual's reading ability, comprehension, vocabulary and word recognition;

Personality tests: this include projective tests to evaluate emotional reactions in the pre-adolescent and adolescent stages of development, personality traits such as interests, motives, dispositions etc. These tests usually refet to what a person is or to typical performance rather than maximal performance.

64. Before testing is done, the counsellor would need to assess the needs for a test determine what is to be measured, how much time is available and a general evaluation of the resources. After the counsellor is satisfied with the need, he then selects the test instrument. The following are some of the test instruments.

(a) Aptitude tests: These measure the individual's potential in a specific area. A person's aptitudes are measured for purposes of academic and vocational counselling and placement.

(b) Interest tests: These measure the individual's tendency to prefer or engage in a particular type of activity. Counsellors in vocational guidance often use the vocational interest inventories such as the Kuder preference record vocational which measure the individual's interest in a particular occupation or class of occupations.

(c) Achievement Tests: These measure the individual's ability to perform certain tasks. The test that a teacher administers in class to determine what the students have learned is an example of an achievement test.

(d) Personality Tests: Measures the intrapsychic modes of feelings of perceiving reality emotionally acting e.g. Edwards Personal Preference Schedule; Self-Concept Inventories etc.

65. In administering any of the above tests, the counsellor should communicate the results of the tests to the counsellee. The counsellor himself should be familiar with the concepts of central tendency, standard deviation, realiability, validity norm and so forth in order for him to be able to interprete, analyse and translate the data meaningfully and communicate the test results to the counsellee.

66. Examples of some of the tests which have been especially designed for use within the African environment with African subjects were presented to the participants. These included thests developed by the Department of Guidance and Counselling at the University of Ibadan; the Psychological Services within the Ministry of Education in Zambia and from the Ministry of Education in Cameroon. Examples included:

(i) Study Habits Inventory (SHI)

(ii) Motivation for Occupational Preference Scale (MOPS)

(iii) Vocational Interest Inventory (VII)

(iv) Student Problem Inventory (SPI)

(v) Progressive Matrices

(vi) Word Recognition

(vii) Student Academic Survey

(viii) Zambia Advanced General Ability Tests (ZAGAT)

67. Advantages and disadvantages of using tests in guidance and counselling were discussed. Current achievement tests etc being used in Tanzania were also discussed. Attention was given to the use and administration of tests by unqualified persons. It was emphasized that tests can only be administered, analysed with statistical interpretations by qualified and trained persons.

VOCATIONAL GUIDANCE AND COUNSELLING

68. Vocational guidance was explained as "the process of assisting the individual to choose an occupation, prepare for it, enter upon and progress in it (Arbuckle, 1953;86)."

The Role of the Vocational Counsellor: The vocational counsellor:

(a) Assists the student/counsellee and his parents in relating the student's interests aptitudes, and abilities to current and future educational and occupational opportunities and requirements;

(b) Collects and diseminates to students and parents information concerning careers opportunities for further education and training and school curricular offerings;

(c) Assists students and parents in understanding procedures for making applications and planning for financing the student's educational goals beyond school;

(d) Consults with school administrators and members of the school faculty relative to the curricular offerings which will meet the abilities, interests and needs of the students;

(e) Helps students and parents to make a long range plan of study for high school years and assuems responsibility for periodic review and revision of such plans according to need as shown by such factors as changes in the curriculum, student appraisal data, school achievement, the student's maturity, and new goal.

(f) Plans with administrators and teachers.

(i) to provide appropriate classroom placement for students with special abilities or disabilities and

(ii) to establish procedures for course selection by students and grouping of students.

Objective of Vocational Guidance

69. One major objective is the provision of occupational information. This is essential to eliminate the by chance elements in occupational choices and to replace these elements with a carefully thought and well organized plan for selecting and preparing students for an occupation. Hence, occupation information should be appropriately used to aid individuals in all stages and periods of their development. The teacher/counsellor should be concerned with the types of occupational information he may provide to students; the purposes served by the occupational information provided; and the ways and means of gathering, disseminating and storing the information.

Categories for Classifying Occupational Information

70. In discussing this, it was pointed out that the vocational counsellor may need to categorize for classifying occupational information as given below:

(a) Surroundings

- Where you work:
  Information about whether the job involves risk of injury, whether performed in/outdoors, amid noise, fumes, vibrations, in extremes of hot or cold etc.

(b) Prospects

- What might this job lead to:
  Information about the security to the job;
  Whether the occupational group will expand or contract; whether technological change will impose new skill demands; possibilities of gaining career advancement through competing for different jobs; future income; pension arrangements; whether it will be necessary to move for promotion;prospects of promotion etc.

(c) Entry and Training

- What you need to get in
- What training is available
- Entry procedures, entry requirements, and the nature and level of demand the jobs will make on the individual in relation to the nature and level of attributes possessed by the individual. What training is provided or can be undertaken as necessary on/off job, block/day release, etc.
- Formal qualifications, experience required and
- Particular physical/mental abilities demand

(d) Effects

- What effects on your life will this job have?
  (Information about how a person's life-style is affected by being a member of a particular occupation.

  e.g. - will it affect his standard of living
  - limits of free time
  - respect from others/self esteem

(e) Description of Work

- What tasks you have to do
  (Describe what the worker does and how he does it; the ideas or materials processed, the services rendered and tools used, and the range, sequence and frequency of tasks performed.
  - variety of work, use of hands and/or brain
  - possibility of specialising
  - chance to take responsibility for own part of jobs
  - sense of achievement

(f) Conditions

- What your employer provides for you and what you have to agree to
  (Information about the formal framework within which work is performed. e.g. hours, breaks, pay, statutory legislation, sports clubs, tools, uniforms, transportation

(h) Organization

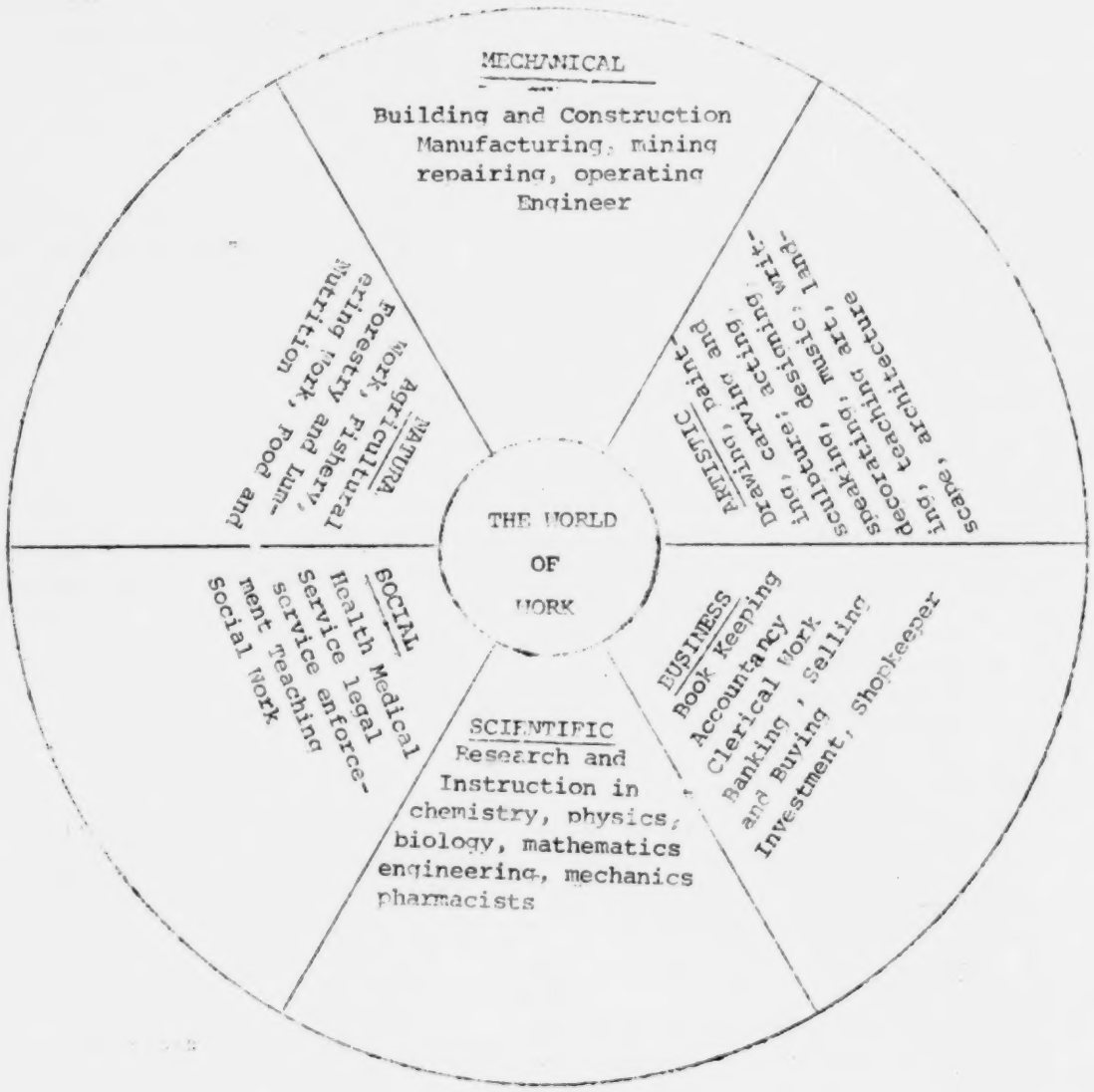
- What type of organisation will you be working for? (information concerned with the image of the organization, occupation and product e.g. pride in working for the firm; reputation of firm etc.)

(i) People

- Who you work with
  (Information about interaction with others; customers, bosses, etc.
  e.g. work alone/with others
  - people of own age etc.

71. The categories "effects", "organisation" and "people" involve mainly those aspects of work role which we may define as psycho-social whereas the others are primarily economic in emphasis.

Classification of occupations was also described as given in the figure below:



72. Classification of occupations as in the example above will provide individual students with the necessary information to choose and study subjects in line with their aptitudes, abilities, interests and their future occupational plans.

Discussion

73. Problems on choosing subject combinatations were brought out as follows:

- That choosing subjects for the 'O' level was sometimes difficult and there were limitations because of shortage of teaching staff;
- That sometimes it is difficult to convince parents to agree on subject combinations for their children;
- Inadequate information from the Ministry of Manpower on future manpower requirements.

For Purpose of Counselling:

74. In relation to the above problems, participants were reminded of their role as counsellors to provide all the necessary information and alternatives to their counsellees and parents and that on the basis of the information provided, the above problems may be minimized.

EDUCATIONAL GUIDANCE AND COUNSELLING

75. This may be referred as the help given to an individual withinthe school and outside the school seeking educational help in understanding ones abilities and interests. Educational guidance is therefore provided by the counsellor as he plays his role in:

(i) Student Appraisal: In student appraisal, the school counsellor:-

(a) Co-ordinates the accumulation of meaningful information concerning students through such means as meetings with pupil and parents, standardized test scores, academic records, anecdotal records, personal data forms, record of past experiences, etc.

(b) Co-ordinates the organisation and maintenance of confidential files of student data;

(c) Interprets information to students, parents, teachers, administrators, and others professionally concerned with the student;

(d) Identifies students with special abilities or needs;

(e) Makes advantages of available data-processing equipment for facilitating the processing and transmission of student data.

(ii) Referral Work: The counsellor has to make and co-ordinate referrals to both other specialists in student personnel services and public and private agencies in the community. Recognising his own limitations to provide total service, the counsellor:-

(a) Assists students and parents who need such services to be aware of and to accept referral to other specialists in student personnel services and community agencies;

(b) Maintains a close working relationship in referrals to other specialists in student personnel services;

(c) Identifies students with special needs which require the services of referral source

(d) Identifies community referral agencies and their services;

(e) Assists in the development of referral procedures and in the maintenance of liaison and cooperative working relationships with community resources

(f) Provides a follow-up referral of agency recommendations to help the student and/or his family work through the problems.

(iii) Placement: The counsellor's role in providing placement services for individual students involves assisting them in making appropriate choices of school subjects and courses of study and in making transitions from one school level to another and from school to employment. Placement thereby involves the informational services of educational and occupational planning, student appraisal, and counselling assistance appropriate to the student's choice and progress in school subjexts: extra-curricular and community activities, and employment.

(iv) Parent Help: The counsellor holds conferences with parents and acts as a resource person on the growth and development of their children. Through individual or group conferences, the counsellor -

(a) Interprets the guidance and counselling services of the school.

(b) Assists parents in developing relistic perceptions of their children's aptitudes, interests, attitudes, and development as related to educational and occupational planning school progress and personal social-development

(c) Provides parents with information about school policies and procedures, school course offerings, educational and occupational opportunities and requirements, and resources that can contribute to the fullest development of their children.

(v) Staff Consulting: The school counsellor works closely with members of the administrative and teaching staffs to the end that all of the school's resources are directed toward meeting the needs of individual student. In staff consulting, the counsellor:

(a) Shares appropriate individual student data with staff members with due regard to confidentiality.

(b) Helps teachers to identify students with special needs or problems and keeps teachers informed of developments concerning individual students which might have a bearing upon the classroom situation.

(c) Participates in on-service training programmes, staff meetings and case conferences through which he discusses his own role, interprets a child-centred point of view, and encourages effective use of student data in teaching activities and guidance services given by teachers.

(vi) Local Research: Research in guidance is concerned with the study of student needs and how well school services and activities are meeting these needs. The school counsellor plays a role of leadership in determining the need for research, conducting or cooperating in studies, and discussing research findings with members of the school staff;

Discussion:

76. Problems in developing guidance and counselling programme in schools were discussed in respect of: (a) trained staff to render guidance services (b) inclusion of guidance services in the classroom or school timetable (c) facilities required for effective counselling and (d) teaching load of the counsellor.

THE ROLE OF A TEACHER IN GUIDANCE AND COUNSELLING

77. Every teacher in the school plays indirectly the role of a counsellor as he teaches, advises, helps individual students with their problems and so forth. The guidance functions of the teacher normally would fall into the following areas:

(i) Developing a helping tension-free classroom atmospheres: Here the teacher shows interest in his students, his respect for their classroom contribution, understands their problems of growth and adjustment, and helps them satisfy their basic needs. In so doing, he plays one of his most important guidance responsibilities - the provision of a tension-free classroom climate that facilitates the satisfactory social, emotional, physical and intellectual adjustment of such student.

(ii) Orientation: The teacher finds ways of helping each student to know his classmates, and win a satisfying status within the group. This helps the student to adjust to his new environment;

(iii) Studying Pupils: Teachers also fulfil a guidance function when they study their students in a purposeful way;

(iv) Informal Counselling: Teachers alleviate problems that are not too serious by applying a type of "Surface" counselling involving sympathetic attention rea-surance, and suggestions of a positive nature. For example, by just being a good listener, the teacher may help to release tensions that are interfering with academic progress.

(v) Supplying Educational and Vocational Information: This is an important guidance function of the classroom teacher as he helps students to make appropriate educational choices.

(vi) Promoting Personal and Social Growth: Through curricular and co-curricular activities, teacher assists students to gain some insight into their interests aptitudes, and values. By setting a good example, teachers may instill proper attitudes towards work and study. Opportunities for promoting social growth may be realized through class projects, and the like;

(vii) Referral: Teachers recognize those students with serious problems and refer them to proper persons or agencies for appropriate attention;

78. Limitations on Teachers as they play their role in guidance and counselling

(i) Teachers lack the time for guidance. Many of the teacher's guidance responsibilities are, however, fulfilled by an attitude as well as an act. Where the responsibility is more of an attitude than an act, the question of time looses its importance;

(ii) Teachers lack the training and experience for guidance work;

(iii) Teachers lack personality for guidance work. This statement might apply only to the responsibility for counselling;

(iv) Teachers lack the schedule flexibility necessary to perform those guidance functions which are not an actual part of classroom teaching;

(v) There are basic differences between the process of teaching and the process of counselling which the teacher will have difficulty in reconciling, even though the ultimate objectives of each role are similar. Specifically differences between teaching and counselling which would baffle teachers in three areas: discipline, communicaton, and goals.

(a) Discipline: It is difficult for a teacher to be an effective disciplinarian and an effective counsellor at the same time;

(b) Communication: During teaching, the teacher asks questions, gives answers, explains, probes, and leads the discussion so that it stays pertinent to the topic at hand. But the counsellor's role is more one of listening and clarifying and, through an acceptant attitude, encouraging students to talk about themselves and their problems. The teacher uses his communication skills to lead a group, where as, the counsellor uses his communication skills to pass leadership to the individual;

(c) Goals: The teacher has a number of goals or objectives set by either the school or by himself. These may have been influenced by parents, the community or by forces outside the community such as standardized university entrance examinations. These are known to the teachers and he constantly works their fulfilment. The counsellor, on the other hand, would be making serious mistakes if he attempted to pre-determine the goals of an interview. Even when a student has identified a problem, the counsellor is unable to work toward a specific goal evidence indicates that the problem originally identified by a student or client is often not the real problem. Thus the counsellor cannot plan precisely how the interview will proceed or where it will lead.

79. In summary to all topics presented on guidance and counselling, it was concluded that guidance and counselling services should be considered as preventive, preventing the youth from problems which may call for psychotherapy at the remedial level. Hence, guidance and counselling was summarized as below:

GUIDANCE AND COUNSELLING

Decision-making	Self-understanding	Coping
Career choice	Self-concept	With others
Vocational choice	Behavior change	With conditions
Occupational choice	Attitudes	With behavior
Education	Values	With family
Personal Knowledge and Information gathering skills	Adjustments	With work With school With community

80. Given the summary above, discussion, on how to go about developing a guidance programme in schools, employment and social services was carried and the following figure represent an outline on the various things which should be considered when planning and developing a guidance programme for different sectors such as in schools, employment services and social services and social services.

DEVELOPING A GUIDANCE PROGRAMME IN SCHOOLS EMPLOYMENT AND SOCIAL SERVICES

Figure IV

PLANNING THE PROGRAMME

1. WHAT ARE THE OBJECTIVES OF THE PROGRAMME
2. WHEN TO BEGIN
3. WHO ARE THE TARGET GROUPS
4. HOW MUCH TIME IS AVAILABLE
5. WHAT HELP IS AVAILABLE WITHIN THE SCHOOL, PLACE OF WORK, THE COMMUNITY AND EXTERNAL AGENCIES

GENERAL APPROACHES THAT MAY BE UTILIZED

GROUP GUIDANCE
INDIVIDUAL GUIDANCE

TECHNIQUES e.g. IN THE CLASSROOM

1. PROJECT WORK
2. GROUP DISCUSSION
3. RADIO AND FILMS
4. TAPE RECORDER AND OTHER AUDIO VISUAL AIDS
5. INVITED SPEAKERS
6. YOUTH CLUBS
7. ROLE PLAYING
8. DEBATES
9. SELF-ASSESSMENT EXERCISES
10. PRESENTING OCCUPATIONAL INFORMATION AND OCCUPATIONAL SAMPLING
11. SOCCODRAMA
12. GAMES

TECHNIQUES e.g. OUTSIDE THE CLASSROOM

1. OCCUPATIONAL VISITS
2. WORK EXPERIENCE SCHEMES
3. USE OF CAREERS LIBRARY
4. VOCATION PROGRAMMES AND JOBS
5. NOTICE BOARD ANNOUNCEMENTS
6. CLUBS
7. ADVERTISEMENTS

URBAN ORIENTED PROBLEMS: BREAKDOWN OF FAMILY INSTITUTION

81. The lecture on Urban oriented problems: Breakdown of Family Institution focused on the following specific problems: Dependence, Youths social groups and their influence, Housing, Socialization of the Youths and Children.

(i) Dependence

(a) Many young people are flocking into towns and urban centres seeking for job and educational opportunities and they have to live with their relatives, friends or parents. This influx of rural - urban migration, especially the young people has created or increased some social problems. The increased number of dependents in the house create financial problem, family constraints and stress and the family is not in a position to meet the basic needs to each and every dependent.

(b) In the case of Dar-es-Salaam for example, it is estimated and reported that:

- there are 1.3 million people
- there are 166,000 engaged in gainful activities
- there are 830,000 dependents (about 320,000 school children)
- there are 470,000 engaged in the informal sector, most of them are youths

(ii) Youths social groups and their influence

(a) Social gathering and clubs and their influence to the youth and peer groups was discussed. The influences involve dance and music; drinking and smoking; sex experimentation and the role of pornographic literature; petty-theft and bulgaries and so forth;

(b) Utilization of the youth labour. Youths are underutilized and a good number of the out of school youth are unemployed. Most of them are not prepared to go to the rural and work in the farms for their living.

(iii) Housing: Housing is also a big problem to the youth. One house is shared by many including members of the family (parents) and hence, lack of privacy for the parents, adolescents of mixed sex all sleeping in the same room.

(iv) Socialization of the Youths and Children

(a) There is the problem of multi-cultural societies, multi-ethnicity and urban situation;

(b) The problems of socializing institutions such as (i) Day care centres, their availability, facilities needed, manpower and sound policy;

(c) The role of ayah (woman or girl who takes care of children at home). With the changing role of women, the working mother has to leave her baby and other small children in the care of the ayah who may become the socializing agency in the home.

(d) The role of relatives in an extended family for example;

(e) The role of Other institutions such as political and religious groups.

Breakdown of Family Institutions

82. Family institutions in traditional African society (community) the mult-roles - the nature (extended social unit, economic unit, socializing institution) is changing. This shows the level of social development and social formation in a society.

(i) Traditional family institution - its role

- supporting and educational roles
- socializing
- the role of story telling, proverbs and tales parents roles and their expectations
- initiation rites and the parenthood moulding and preparation process
- games (songs and peer groups)
- division of labour according to sex and age (institutionalized)
- children as assets and insurance (preparing them for the old age to support the old people)
- the source of knowledge (according to age) who is responsible for counseling (of knowledge, wisdom, respect)
- division of labour in relation to custom and cultural matters especially as related to sex and reproduction system.

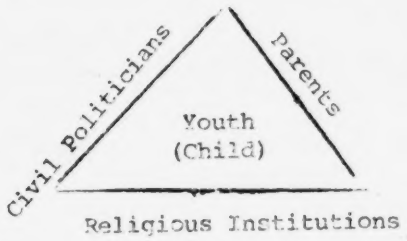
(ii) Production and reproduction role

- the importance of the family as an agent for the extension of family tree
- (clean, tribe - hence nationality) of preference of children - male or female
- women's role in a family (emphasis on reproduction and production as related to division of labour, labour force etc.
- different members of the family and their contribution to the welfare of the institution; the input and output of each group, organization of labour force (women and children having a great role to play)

The Emerging new institutions for Socializing the Youths

83. The changing roles of the family institution due to exogenous and encogenous effects - the changing pattern of our society and how it affects the family institutions. The family is no longer the centre of socialization process. There have emerged new socialization agents: the school where children spend 9-10 hours a day and in boarding schools children stay away from their homes between the ages of 12 - 20 or even earlier. Religious, civil and public authorities have also emerged as social institutions and which are supposed to replace the traditional family institution.

84. The child is in a triangle relationship whereby he is actually left in a limbo because of the role conflicts, undefined role expectations and unclear on who is responsible for the socialization process - the parents, civil/government and religious institutions etc. As a result, the child gets incomplete counselling as well as socialization process. These conflicts in a triangle relationship was demonstrated as shown in the figure below:



85. As shown in the figure above, the child is situated at the centre of the society - surrounded by parents, civil politicians and religious institutions. This triangle relationships leaves the child in a limbo since all institutions; schools, religious and politician groups expect the parents to take the upper hand in the upbringing of their children in morals and norms. Thus the child gets incomplete counselling and socialization. In the end, the child ends up learning from his peer groups. All emerging institutions are weak because their perspective roles in socializing the child have not been defined. Likewise, they are weak for they do not match up with the emerging youths problems.

SOCIAL PROBLEMS AFFECTING YOUTH TODAY

86. In addition to the urban oriented problems already discussed, social problems affecting youth today were elaborated to include:

(i) Dependents Rate - 45% of the population in Tanzania (1978) is under 15 years of age;

(a) They are unproductive labour force - schooling or unemployed. They are dependants. With a birth rate of 3.3 per annum, there is going to be a large number of unproductive labour force in towns.

(b) The educational orientation in Tanzania as elsewhere tends to be for white collar jobs. Any attempt to send school leavers in rural areas for farming may create a negative attitude to the agricultural sector.

(c) The problem of Universal Primary Education (UPE) and Youth's expectation and aspirations based on the type of education - the white colar jobs oriented and urban oriented jobs is a crucial problem to the youths.

(d) Basic needs are not available and most social services both in rural and urban areas are overstretched, overburdened and insufficient.

(e) In the formal sector, 20% of the labour force is of women workers who are usually of low education, hence minimum wage earners.

(f) Pregnancies : It was reported that Tanzania has one of the highest teenage pregnancies. (70% - 80%) deliveries at Muhimbili Medical Centre are of girls below 20 years of age. Deaths of women occur early in ages (18-38) due to delivery problems.

Discussion

87. Having elaborated the urban oriented problems as well as other social problems affecting youth today in Tanzania, the group discussed the issues raised in relation to societal problems. It was emphasized that these problems are part of the society. Likewise, any remedies suggested, must be related to the societal situation and must reflect the societal aspiration and social objectives. In relation to guidance and counselling the discussion reflected on the following:

(a) The role of parents on guidance and counselling on areas such as morals, traditional values and rites, marriages and movements from rural to urban centres. Parents should play their role in directing their children to understand and adjusting themselves into the complexity society.

(b) The role of teachers in schools by providing appropriate educational and vocational guidance and counselling to students and having consultations with parents.

(c) The role of youth Church leaders and other youth leaders in assisting youth with their personal, educational, occupational and other social problems.

(d) The role of social workers and community extension workers in assisting and helping youth to be involved in income generating activities.

(e) The role of employment officers working as counsellors in providing occupational information, information on job opportunities as well as assisting those entering the job market in adjusting into their new jobs.

88. In conclusion, it was felt that youth problems are real, and that the way these problems are handled now may very much affect the future of the society.

ROLE PLAY - PRACTICAL

89. Apart from the theoretical aspect of the workshop, role play as practical exercises to counselling were conducted by participants. The objectives to these pr ctical exercises were:

(a) to provide to participants the opportunity to put theory into practice;

(b) to observe how participants were able to use the counselling techniques during role play;

(c) to reflect on youth problems brought during discussions and share their own similar experiences in role play; and

(d) as part of a learning process, role play was scheduled in order to give participants the feel and courage to counsel each other and to gain some experience on counselling so that they will have the courage and able to counsel their counsellees in their respective work place.

90. The counselling exercises were done in groups of twos and later threes followed by discussions. Each participant had the opportunity to play the role of a counsellor as well as that of a counsellee while others observed carefully the techniques and approach being used. After each counselling session, the problem at hand was analysed, suggestions were made and techniques used were discussed. As a whole, participants were willing to participate and did their best to apply the theory learned into practice.

OCCUPATIONAL VISIT

91. Since the workshop had a lot to do with youth problems and how to counsel them, the visits were selected and organized according to the objectives of the workshop. Two visits were nade - one to the Remand Home for Boys and the second visit to an Orphanage for both girls and boys run by Catholic missionaries in Msimbazi Centre in Dar-es-Salaam. The objectives of the visits was to give participants the opportunity to see, hear and talk about youth problems in real life situation.

FILMS

92. In addition to the visits made and the micro-counselling exercises, films from the Tanzanian Family Planning Association (UMATI) were shown. The films in general had to do with youth problems such as sex, early pregnancies, family relationship and so forth. Discussions were held following the film presentations.

EVALUATION

93. A daily feedback sheet (see Appendix I) for evaluation purpose was given to each participants. Every session of the day was evaluated in terms of content relevancy, presentation by the resource person and time spent. The objecqive was to give participants the opportunity to be attentive to the presentation, analyse issues presented in terms of their relevancy to the workshop objective. Participants comment, suggestions or complaints

were brought forward (if any) on the following day for further discussion, explanation, clarity and so forth. In addition to the daily feedback sheet, a more comprehensive evaluation form (see appendix II) for the entire workshop was given to participants for their completion at the end of the workshop.

94. The form was designed to measure and determine the effectiveness of the workshop as a whole in terms of (i) meeting the workshop objectives and participants personal objectives (ii) programme content and relevancy (iii) methods of presentation of topics and their effectiveness to learning (iv) duration and daily timetable: and (v) organization and administration of the workshop. The evaluation result showed that 90% of the participants felt that the workshop was good and that they gained knowledge and skills which contributed further towards their understanding of the concept of guidance. Topics presented were relevant to their work though on few occassions some felt that certain topics were a bit harder to their expectation. In terms of time, they felt two weeks was short to really cover thoroughly and digest the topics presented. In general, they felt the workshop was worth attending and well organized.

CONCLUDING REMARKS AND RECOMMENDATIONS

95. In summary, the workshop involved a number of highly recognized professionals in the field of guidance and counselling who were academics from the University of Dar-es-Salaam as well as from Medical Services at Mulimuhili Hospital. The national resource persons including the ECA staff presented comprehensive valuable lectures, materials and led discussions. Their contribution to the workshop was a great indication of Tanzania's interest and committment to EMAU's programme.

96. With reference to the workshop programme, the programme proved to be heavy for the two weeks duration. However, the theoretical and practical input was very relevant to the participants. Participants found the information, knowledge and skills presented rewarding and enriching to their current activities within their respect places of work. In the end, it was concluded and emphasized that youth problems in developing countries were real problems to the society and therefore more attention should be given to the development and provision of viable guidance and counselling services not only to youth in schools, but to school leavers, job seekers, those already in the labour force as well as those in institutions of higher learning.

97. As for the participants, they participated constructively during instructional and discussion sessions bringing in their experiences and problems encountered in their work places. They all expressed a concern for further training in the area of guidance and counselling if they were to be more effective in their work.

98. There is a great need to adequately prepare school leavers, youth and imitiating youth in various ways into occupational realities, attitudes and requirements. Hence, in view of this, the training of guidance officers and planning officers for rendering effective services to the youth is necessary. Besides, a lot is yet to be done in terms of training and co-ordination of programmes and services with other relevant ministries such as the Ministries of Education, Labour and Social Services, Manpower Planning; employment agencies, adult education centres as well as churches and voluntary organizations.

RECOMMENDATIONS

99. In view of the importance of proper guidance to achieve manpower targets, participants resolved among others the following recommendations:

(i) The Ministry of National Education should provide training opportunities for school/college counsellors;

(ii) There was a need to establish and develop viable guidance and counselling programmes in schools, employment services, social and other voluntary organizations involved in the provision of guidance services;

(iii) Ministry of National Education should recognize and accept school counselling services and reduce the teaching load/periods of school counsellors;

(iv) There is need for all ministries concerned to co-ordinate their activities and define each Ministry's role in the provision of guidance and counselling services;

(v) The society at large should be educated on the need to counsel youth. This may be done through Adult Education classes and other national mass media.

ANNEX I

ELIMU YA MALEZI YA UJANA

I

DAILY FEEDBACK SHEET

Session Title: _____

Date: _____

		Yes, very much	No, not at all
1.	Do you think this day's session was worthwhile?		
	COMMENTS:		
2.	How much do you feel you personally needed today's session?		
	COMMENTS:		
3.	How much do you feel others in the group needed today's session?		
	COMMENTS:		
4.	Do you think the trainer(s) did his/her job(s)?		
	COMMENTS:		

5. What did you like most about today?

6. What did you like least about today?

7. Any other comments, suggestions, or complaints?

ANNEX II

RESPONSIBLE PARENTHOOD EDUCATION PROJECT FOR YOUTH
YOUTH COUNSELLING WORKSHOP EVALUATION FORM

Date.....

Venue of Workshop .....

Country ..... City .....

You are kindly requested to give your objective assessment of and comments on this workshop. We are interested in your Frank evaluation on this workship in terms of both its desired objectives and your objectives in attending it. Your constructive suggestion, we believe would help us to improve the organization and conducting of similar workshops in the future.

Do not include your name or any form of personal identification.

1) Has the workshop generally met your objectives and expectations?
How ?

.....

.....

.....

.....

2) The workshop covered a number of topics. Indicate which two topi s you found
(a) extremely useful
(b) not useful at all

.....

.....

.....

.....

3) Are there any other topics you would have liked to be added?

.....

.....

.....

(4) Do you believe that the substance of the lectures and discussions were relevant to your interests and gave new insights into how to perform more effectively

(5) Do you believe that:

(a) the method of teaching was effective

Yes No

If no explain why.

.....

.....

.....

(b) The trainers adequately tackled the topics given:

Yes No

If no how

.....

.....

.....

(c) The trainers communicated effectively

Yes No

If no, why

.....

.....

.....

(6) Was the .....

(a) duration of the workshop:

short long adequate

(b) the time allocated each topic

.....

short long adequate

(7) The workshop involved participants from different schools and organizations. Did you benefit from interacting with the participants from :

(a) Your type of organization/school

.....Δ.....

(b) Other organization

.....

(c) both

.....

(8) Do you believe involving participants in the programme design advisable ?

.....

Yes No

(9) Do you believe that there was a need for more ?

(a) Group work

(b) Exercises/practical

(c) Formal lectures

(d) Discussion

(10) Do you recommend that similar workshop should be conducted in the future ?

Yes No

(11) What kind of people would you recommend for any future such workshop?

.....

.....

.....

.....

12) Were the topics presented:

Relevant

Too many

Too few

Irrelevant

13) What are your comments on the practical work?

.....

.....

.....

.....

14) What observations can you make on the general organizations of the workshop?

.....

.....

.....

.....

15) Please give any other comment and suggestions for future workshops. You may comment on the facilities, the workshop administration, visual aids or any other aspect.

.....

.....

.....

.....

.....

.....

.....

.....

ANNEX III

List of Participants

	Name	Address
1.	Sr. Philomena P. Frederick	Biharamulo Sec. School, P.O.Box 143 BIHARAMUIO - KAGERA
2.	Mrs. Elieshi J. Kimori	F.D.C. P.O.Box 30051 KIBAHA
3.	Fr. Emmanuel Mchopa	Diecesan Youth Director Bishop's House Nachingwea P.O.Box 36 NACHINGWEA
4.	Ana D. Costa	P.O.Box 2086 DAR ES SALAAM Tel. No. 22439
5.	Mtimilifu P. Ndakilemi	Iomwe Secondary School, P.O.Box 215 USANGI Tel. No. 7
6.	Abdiel T. Ndes	Enaboishu Secondary School P.O.Box 3120 ARUSHA
7.	Tumaini S.B. Chambua	Manka Secondary School P.O.Box 35 Mbaga - Manka SAME
8.	Enos M. Kasyuba	Mwadui Secondary School P.O.Box 51 MWADUI
9.	Victor Kailembo	Kigurunyembe Sec. School P.O.Box 677 MOROGORO
10.	Peter Rajabu	P.O.Box 21133 DAR ES SALAAM

2/....

11.	Ismael E. Ietawo	P.O.Box 7239 ARUSHA
12.	Angelo A. Bukaqile	Mugeza Secondary School P.O.Box 1189 BUKOBA
13.	Joas R. Katabaqo	Kibaha Secondary School P.O.Box 30053 KIBAHA
14.	Baraba Matata	Kibaba Secondary School P.O.Box 30053 KIBAHA
15.	Mrs. D. Joachim	F.D.C. P.O.Box 30051 KIBAHA
16.	V.P. Mbawala	Kibaha Secondary School P.O.Box 30053 KIBAHA
17.	G.P. Ngurukizi	Diocese of Dar-es-Salaam P.O.Box 25016 DAR ES SALAAM

18. Resource Persons

1.	Professor C.K. Omari	Department of Sociology University of Dar es Salaam
2.	Dr. P. Biswalo	Senior Lecturer, University of Dar-es-Salaam
3.	Mrs. Theresa Kaijaqe	Lecturer, Institute of Social Services
4.	Dr. S.J. Mamuya	Consultant - EMAU/UMATI
5.	Mrs. S.E. Muze	Director, EMAU - Christian Council of Tanzania
6.	Mrs. Virginia Kainamula	Assistant Director, EMAU
7.	M.K. Mwaniki	Economic Commission for Africa (ECA)

ANNEX IV

EIIMU YA MAIEZI YA UJANA

YOUTH COUNSELLING WORKSHOP - TIMETABLE

1 - 12 JULY, 1985

	8.00 - 9.00	9.00 - 10.00	10.00 10.30	10.30 - 11.30	11.30 - 12.30	12.30 2.00	2.00 - 3.00	3.00 - 4.00
MONDAY 1 July	Announcements & Introduction Muze	Needs Assessment Muze		Responsible Parenthood Education Project for youth Muze			Adolescent (Puberty) Problems Dr. S.J. Mamuya	
2 July	Adolescent Problems Pregnancies Aborations Dr. Mamuya			Concepts of Guidance and Counselling Dr. Mwaniki/Dr. Biswalo			Counselling Interview Dr. Mwaniki/ Dr. Biswalo	Opening ceremony
3 July	Alcohol, Drugs, & Smoking Dr. Mamuya			Courtship and Marriage Problems Dr. Mamuya			Current Career and Educational Guidance and Counselling Dr. Mwaniki/Dr. Biswalo	
4 July	Techniques of counselling Dr. Mwaniki/Dr. Biswalo			Individual and Group Counselling Dr. Mwaniki/Dr. Biswalo			F I L M S	
5 July	Individual appraisal testing Dr. Biswalo/Dr.Mwaniki			Individual appraisal Non testing			P R A C T I C A L S Dr. Biswalo/Dr. Mwanki	

	8.00 - 9.00	9.00 - 10.00	10.00 10.30	10.30 - 11.30	11.30 - 12.30	12.30 2.00	2.00 - 3.00	3.00 - 4.00
8 July	Urbar oriented Problems Breakdown of family institution Prof. Omari			Social problems affecting youth Prof. Omari			P R A C T I C A L Dr. Biswalo/Dr. Mwaniki	
9 July	Occupational Guidance and Counselling Dr. Biswalo/Dr. Mwaniki			P R A C T I C A L S Dr. Biswalo/Dr. Mwaniki			P R A C T O C A L S Dr. Biswalo/Dr. Mwaniki	
10 July	Educational counselling and Role Role of a teacher Dr. Biswalo/Dr. Mwaniki			P R A C T I C A L S Dr. Biswalo/Dr. Mwaniki			P R A C T I C A L S Dr. Biswalo/Dr. Mwaniki	
11 July	F I E L D - Kainamula			V I S I T - Kainamula			F I L M S - Muze	
12 July	Discussions on visit and Practicals Muze			E V A L U A T I O N Kainamula/Muze			C L O S U R E	

LC/NAIROBI.

UNITED NATIONS
ECONOMIC AND SOCIAL COUNCIL

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ECONOMIC COMMISSION FOR AFRICA

EDUCATION STAFF TRAINING DEVELOPMENT PROGRAMME

REPORT OF THE CONFERENCE ON INSTRUCTIONAL AND CREDIT PROGRAMMES IN ADULT EDUCATION IN SADCC COUNTRIES

Maseru (Lesotho), 19-23 August 1985

Organized in collaboration with IEMS
The Institute of Extra-Mural Studies
National University of Lesotho
Maseru Campus, Lesotho

PART ONE

I. Venue and organization

The Conference on instructional and Credit Programmes in Adult Education (taking adult education as a varient of non formal education) was held at the Institute of Extra-Mural Studies (IEMS) at the Maseru Campus of the National University of Lesotho from 19-22 August, 1985. It was organized by IEMS of the National University of Lesotho and sponsored by United States Agency for International Development (USAID).

II. Participation

The Conference was attended by 36 participants made of administrators, co-ordinators, directors and other personnel of adult education programmes from five SADCC countries of Botswana, Lesotho, Swaziland, Zambia and Zimbabwe. In particular, the following institutions participated; Institute of Adult Education of the University of Botswana; Division of Extra-Mural Services of the University of Swaziland; Centre for Continuing Education of the University of Zambia; the Department of Adult Education of the University of Zimbabwe; and the Institute of Extra-Mural Studies of the University of Lesotho: other institutions from Lesotho included the Co-operative Department (MINRUDEV) of the Ministry of Rural Development; the Lesotho Co-operatives Centre; Lesotho Institute of Public Administration; Lesotho Congress of Free Trade Unions; Basutho Enterprises Development Corporation (BEDCO); Co-operative Division of the Ministry of Co-operatives; Ministry of Health; and the Institute of Development and Management.

The United Nations Economic Commission for Africa in Addis Ababa, Ethiopia, provided one resource person for the Conference.

III. Background and conference objectives

The Institute of Extra-Mural Studies (IEMS) of National University of Lesotho had in 1984 established a credit programme in Adult Education. The primary objective of the programme was to train extension workers in the methodology of working with adults.

In pursuance of this objective, IEMS was eager to share its experience in establishing the programme with other institutions within SADCC countries which had similar programmes. In addition, there was concern by IEMS that there were some nineteen different institutions in Lesotho that offered either credit or non-credit programmes to adult learners. In fact the number of institutions offering adult education programmes was far in excess of nineteen.

The multiplicity of such institutions for a country of the size of Lesotho rendered them to duplication of programmes. In this regard, therefore, there was need within Lesotho to foster better collaboration and co-ordination of programmes between and among institutions of adult education. There was need for collaboration and co-operation among higher institutions of adult education within SADCC countries. Such collaboration and co-operation would involve the sharing of resources (human, financial and material) the exchange of staff and students and

the production of text books and other educational materials, to name a few. As regards the exchange and admission of students into programmes of one institution from another institution, it was necessary to review the various hurdles that hindered admissions of students from one institution into another, bearing in mind the admission requirements by the universities of the subregion.

Taking these issues into account the conference main objectives were set to:

(a) bring together administrators, co-ordinators, directors and other educators of adult education programmes to share experience and resources (human, financial and material) in respect of their various institutions:

(b) formulate strategies for improving the collaboration and co-operation and information sharing between and within adult education institutions in SADCC countries;

(c) develop strategies for fostering co-ordination, collaboration and co-operation in adult education programmes at national level so as to minimize duplication of programmes and ensure optimal utilization of resources; and

(d) review and examine ways and means of making adult education programmes more relevant to the needs of clients in respect of self-satisfaction, job or work relatedness and career development including further studies.

The expected outcomes of the conference were:

(i) Better understanding, improved management and administration of adult education programmes by the participants;

(ii) The development of strategies for making adult education programmes financially self-sufficient;

(iii) Review of adult education programmes, problems and constraints and identification of common ground for collaboration and co-operation;

(iv) Clarification of the concept "credit" or "non-credit" programmes in adult education;

(v) The development of strategies for collaboration and co-operation in the exchange of programme information, staff and student exchanges; use of external examiners, production of textbooks and other instructional materials among higher adult education institutions in SADCC countries;

(vi) Formulation of strategies for developing effective machinery or framework for the co-ordination and collaboration of programmes in adult education in Lesotho; and,

(vii) Proposals for the establishment of a committee within SADDC countries to foster co-operation and collaboration in the development of adult education programmes at diploma, degree or post-graduate levels.

IV. Agenda and Programme of Work

In pursuance of the objectives of the Conference, the agenda focused attention on country and institutional experiences of adult education programmes concentrating on history, admission requirements for students, curriculum, administration and financing of adult of education, and management. Following presentation of country experiences, the issues were given a detailed treatment in plenary groups and group discussions and recommendations were then made for implementation by various institutions of the subregion.

The actual agenda of the Conference was as follows:

1. Registration of participants
2. Official opening of Conference by the Honourable Minister of Education, Sports and Culture
3. Country and institutional presentation by institutions:
   (a) Institute of Extra-Mural Studies, National University of Lesotho
   (b) Centre of Continuing Education, University of Zambia
   (c) Institute of Adult Education, University of Zimbabwe
   (d) Institute of Adult Studies, University of Botswana
   (e) Division of Extra-Mural Studies, University of Swaziland
   (f) Lesotho Institute of Public Administration
   (g) Lesotho Institute of Cooperatives
   (h) Institute of Chartered Accounts, Lesotho
   (i) Institute of Development Management, Lesotho
   (j) Basutho Enterprise Development Corporation
   (k) Health Education Unit, Ministry of Health, Lesotho
4. Co-ordination and Development of Credit and non-Credit courses for adults in Lesotho
5. Regional Co-operation for the development of University qualification in adult education
6. Group discussions
   (i) The Co-ordination and Development of Adult Education and Training Programmes in Lesotho
   (ii) Regional/Subregional Cooperation on University Training and Research in Adult Education within SADCC countries

7. Consideration and adoption of conference recommendations

8. Official closing of Conference by the acting Vic-Chancellor of the National University of Lesotho.

The programme of work for the Conference was adopted as amended.

V. Opening of Conference

The meeting was called to order by the Director of the Institute of Extra-Mural Studies of the National University of Lesotho, Dr. A.M. Setsabi. In this introductory remarks, he thanked the Minister on behalf of the National University of Lesotho, the Acting Vice-Chancellor, Dr. A.M. Maruping, the staff of the Institute and the Conference delegates, for sparing his time to come and open the Conference. He said that the Conference could not have greater honour that the personal presence of the Minister to open it and to share with the delegates his vast experience and wealth of knowledge in public, political and educational affairs.

He wanted to thank the Government of His Majesty the King, through the Honourable Minister for the great importance attached to the development of adult education in the country as evidenced in the Government's commitment to development of IEMS and other adult education institutions. He also paid tribute to USAID for the financial support given to IEMS and to the Conference to ensure international participation. He was therefore pleased to announce that such support had enabled delegates from Botswana, Swaziland, Zambia, Zimbabwe and the United Nations Economic Commission for Africa's resource person to participate in the Conference.

He concluded by saying that he was privileged to introduce and call upon the Honourable Minister of Education, Sports and Culture to open the Conference.

The Conference was officially opened by the Honourable Minister of Education, Sports and Culture, Mr. J.R.L. Kotsokoane. In his opening remarks, the Minister gave a special word of welcome to the participants from outside Lesotho and said that the people and Government of Lesotho were highly honoured by their presence. He also expressed his thanks and gratitude to the United States Agency for International Development (USAID) for the financial support given to the Institute for Extra-Mural Studies and for financing the participation of non-Basuto participants. He also thanked the United Nations Economic Commission for Africa for making available one resource person for the Conference.

Referring to the purposes and the expected outcomes of the Conference, the Minister said that they reminded him of the 1968 General Conference of UNESCO which decided on a series of activities designed to promote the adoptation of standards of comparability and mutual recognition for higher education diplomas and degrees. Following the UNESCO Conference, a number of conventions sanctioning

the recognition and validity of degrees and diplomas conferred by higher education institutions were held to specify the prcedures for recognition of studies and various academic qualifications and to indicate ways and means of overcoming obstacles to the international mobility of studies, lecturers and researchers.

The Minister emphasized the fact that while the objectives of the Conference were very much in line with UNESCO Conference, participants should remember that academic diplomas, certificates and degrees are not an end in themselves, but only yardsticks of academic performance and potential. He said that what was important was to develop programmes relevant to the needs and aspirations of nationals in a given country. In this regard, he reminded participants that whether a given programme leads to certificates, diplomas, degrees or no credits at all, there was need to realign what was being taught with the needs and aspirations of the people and African countries for self-satisfaction, self-fulfilment, self-reliance and for employment.

In reference to co-operation and collaboration of credit programmes in adult education, and as a strong believer in the interdependence of world community, he said that there was urgent need for cooperation for the development of adult education programmes, sharing of information, and exchange of staff and studies. He said that during the twentieth century no country in the world could consider itself to be an island. The reality of interdependence and its concomitant implications demand more educational interchange of ideas, experience and information.

In this regard, the Minister concluded that there was need for continuous contact, consultations, co-operation and co-ordination in the field of adult education and for educational programmes that are relevant to African countries and enhance self-reliance in the region.

PART TWO

VI. Credit Programmes in Adult Education

In introducing the topic "Credit Programmes in Adult Education", the Director of the Institute of Extra-Mural Studies of the National University of Lesotho drew the attention of the participants to the objectives and expected outcomes of the conference. He informed them that the initial purpose of the Adult Education Conference was prompted by the adoption of the "Mbabane Programme of Action: The Response of the African Institutions of Higher Learning to Africa's Rapidly Deteriorating Economic and Social Conditions" by the Second Conference of Vice-Chancellors, Presidents and Recotrs of Institutions of Higher Learning in Africa, in Mbabane, Swaziland in February 1985. The Mbabane Programme of Action called upon institutions of higher learning, among other things to:

(a) harmonize approaches and priorities in education, training and research by creating a task force to review curricula, course offerings etc. on a sub-regional basis with a view to providing guidelines for undertaking reforms within each individual institution, due allowance being made of existing local conditions.

(b) explore the most efficient ways of sharing the limited resources available on the continent by making use of existing institutions particularly in areas of critical need on a regional and subregional basis and,

(c) support co-operation arrangements which have been concluded by African institutions of higher learning on a regional, sub-regional and bilateral basis.[1/]

The Director of IEMS pointed out that this Conference was therefore being held to explore ways and means for fostering co-operation and collaboration among higher education institutions and for the effective means of resources and information sharing and ensure a start in the implementation of the Mbabane Programme of Action.

In amplifying the primary purpose of the Conference, it was pointed out that the sharing of experiences in the development and execution of adult education programmes, should be followed by the formulation of strategies for fostering co-operation and collaboration in adult education programmes. Such co-operation and collaboration and at national level coordination, was more important in SADCC countries as a means and possibility of extending the current certificate and diploma adult education programmes into degree programmes through exchange of students from universities which currently offer only certificate and diploma programmes to universities with degree programmes in adult education.

In the discussion that followed this introduction, the Conference came up with three main categories of Credit Programmes in Adult Education viz:

(i) Those programmes providing education and training to adults outside the formal system which do not lead to any value added paper qualifications but provide the client with functional knowledge and skills for productive work, self-employment, self-satisfaction and fulfilment;

(ii) Programmes providing education and training to adults outside the formal system leading to academic qualification in a variety of subjects, including adult education itself as a field of study. This being provided as an alternative for them and as a form of second chance education intended to have the same results in both paper qualifications and the attendant remunerations as formal education, at secondary or tertiary levels;

1/ ECA/AAU: Second Conference of Vice-Chancellors, Presidents and Rectors of Institutions of Higher Learning in Africa, Mbabane, Swaziland, 18-22 February 1985, E/ECA/CM 11/47 Annex II page 4.

(iii) deliberate provision of education to both the youth and adults within the formal system and very often using the same facilities as the formal system to enhance the clients' educational attainment. This is often undertaken in the form of evening or night classes.

The Conference on Credit Programme in Adult Education was more concerned with the first two categories and did not address itself to the third aspect.

In discussing the issues relating to the first category, i.e. programme in adult education which do not lead to value added paper qualification or to below university paper qualifications (mostly certificates) the conference focused attention on the national experiences of Lesotho. The Conference noted that Lesotho had nineteen plus institutions offering programmes for adult learners. An account of the experiences of some of these institutions in adult edcuation is given in section A of this Part Two.

In discussing the second category of credit programmes in adult edcuation which lead to paper qualifications, the conference focused attention on adult education programmes undertaken in higher institutions in SADCC countries in which also adult education itself is a field of study. Emphasis was placed on credit programmes that are amenable to co-operation and collaboration in the exchange of programmes that are amenable to co-operation and collaboration in the exchange of students, staff, instructional materials and information. The Conference was given a full and detailed account of such credit programmes in adult education in five universities in SADCC countries viz. Botswana, Lesotho, Swaziland, Zambia and Zimbabwe. A brief account of the activities and experiences of each of the five universities is given in Section B. of this part of the report.

A. Credit and Non-Credit Programme in Adult Education at non-University Level

As a practical measure, attention was focused on credit and non-credit programmes in Lesotho that fall outside the ambit of the National University of Lesotho. These are programmes that cater for non-university level type of personnel or middle level personnel. They operate mostly below university level education and training.

In this regard, institutional experiences on the development and operation of such credit programmes were given by the following institutions:

(i) Lesotho Institute of Public Administration

(ii) Lesotho Institute of Chartered Accountants, and the Centre for Accounting Studies

(iii) Institute of Development Management

(iv) Basotho Enterprises Development Coroporation (BEDCO)

(v) The Health Education Unit of the Ministry of Health

1. Lesotho Institute of Public Administration (LIPA)

In introducing the activities of LIPA a representative of the Institute said that the name of the Institute had changed from the Civil Service Training Centre to the present name of LIPA. The change of name also involved expanding the clientele from the Civil Servants only to parastatal employees and other non-government employees.

LIPA offered a diploma credit programme in Public Administration - which was started two years ago in collaboration with the Faculty of Social Sciences of the National University of Lesotho through the Department of Political and Administrative Studies.

The programme admits candidates who must meet the following criteria:

(i) being 'serving officers' of the government of Lesotho or employees of its parastatals and private sectors;

(ii) holders of Cambridge Overseas School Certificates or its equivalent plus 2 or more years experience at administrative or managerial level;

(iii) holders of Junior Certificates plus 5 or more years experience at administrative or managerial level;

(iv) those with minimum academic qualifications and experience, but with great potential for advancement to administrative and managerial positions.

There is a selection committee which screens the credentials of applicants for the Diploma in Public Administration (DPA).

The DPA programme is designed for middle range in-service administrators and managers of those who need to imporve their academic and professional proficiency in the area of public administration and management. The aims of the programme are:

(i) to broaden the backgrounds of participants in the fields relevant to public private organization operations and policy making ;

(ii) to increase the participants' intellectual and practical capabilities to apply such knowledge;

(iii) to develop administrative and managerial skills by learning and extending current problem-solving techniques;

The DPA has been a twelve-months programme, though it has been extended to 15 months as from 1985. It consists of six core-courses, two compulsory courses, four elective courses of which students are required to choose two, and practical research projects. The core-courses include social and political structure of Lesotho, Organization, Theory and Practice, Management Techniques and Human Resources Management, Elements of Economics, Elements of Statistics and Administration and Management of Rural Development. The compulsory courses are Management of Financial and Material Resources and the Managerial and Action Resources; Political, Governmental and Legal Foundations of Development; Project Planning Management and Evaluation techniques and Methods and Public Enterprises.

The programme is heavily subsidized by the Lesotho Government and as such the participants only pay M5.00 for application and registration purposes and M10.00 per month.

2. The Lesotho Institute of Accountants and the Centre for Accounting Studies

Through the use of the Centre's prospectus, the presenter described both the Lesotho Institute of Chartered Accountants and the Centre for Accounting Studies. The Institute is said to have been established in 1977 by a parliamentary Act specifically for the purpose of a regulating and promoting the practice of the profession of accountancy in Lesotho. Among other things, the Act states that no person may practice or hold himself as an accountant in Lesotho, unless the is registered as a member of the said Institute. Registering as a member of the Institute requires a candidate to pass the Institute's examinations and should have relevant practical experience. The Institute classifies accounting profession into three categories of Licensed Accountant, Registered Accountant and Public Accountant.

To this end, the Centre for Accounting Studies was established in 1979 as a teaching wing of the Institute by agreement between theGovernments of Lesotho and Ireland. The teaching is done on part-time basis by correspondence and supplemented by full-time block sessions of two weeks duration three times a year on each programme. The licensed Accountant programme takes 2 years to complete, Registered Accountant - a further 2 years and the Public Accountant a further 1½ years.

The student progress is monitored throughout the programme by means of continuous assessment through homework assignments, class assignments and block release tests. Cumulative quarterly reports are computed and issued to students and their employers adivising of students performance and attendance. This is meant to identify students problems at an early stage and accordingly corrective action is taken to ensure success in the year and examinations.

The Centre has some relations with some local training institutions whose programmes are more or less similar to the Centre's. It is also continuously trying to forge relations with other institutions to review and determine the appropriate exemptions which may be granted to their students joining the Centre.

The Institute's fees range from M350.00 for a Licensed Accountant to M400.00 for a Registered or Public Accountant Programmes.

Over the years student enrolment in the Centre has grown from only 18 in 1980 to 150 in 1985.

3. Institute of Development Management (IDM)

A representative of the Institute said that the Institute of Development Management (IDM) was established in 1974 by three countries of Botswana, Lesotho and Swaziland to assist them in the training needs of mic-dareer executives and senior managers and administrators in all sectors of the three countries. IDM also maintains a management resource centre and undertakes management consultancies and related research to assist management within the region to improve the performance of their organizations.

He said in effect, IDM programmes and courses are open to nationals other than those from Botswana, Lesotho and Swaziland as long as places are available. Participants who have regularly attended a course of at least two weeks duration or less receive a certificate of attendance, and those courses lasting more than two weeks end in a certification of completion upon taking a test and achieving a satisfactory grade.

IDM's main programme of activities are in accounting and finance in which participants do get certificate in finance and management or a certificate in Business Mathematics for Managers, customer relations and public relations; in educational administration; in electronic data processing; and health services management; and in public administration with greater emphasis on local government. Management itself has many aspects of training covered under it, ranging from personnel, office, records, purchasing, project, retail to marketing management, to name but a few. Performance appraisal, job evaluation, job descriptions, interview techniques and manpower planning are also covered under management.

The IDM representative said that in 1985, a Certificate in Management was held at the main campus in Gaborone from 15 April to 14 June Part I, and from 24 June to 23 August Part II. An Advanced Certificate in Management was held from 14 October to 22 November 1985. The Advanced Certificate focused attention on budgeting, financial planning and control; an introduction to computors as a management tool; conflict management and organizational development; industrial relations and on management and productivity.

Those who participated in this advanced programme were required to obtain an overall pass mark of 60% to qualify for a certificate of completion.

4. Basotho Enterprises Development Corporation (BEDCO)

A representative of BEDCO said that the development of small scale enterprises began in 1975 when the Government of His Majesty the King decided to establish the Basotho Enterprises Development Corporation so as to support and promote indigenous enterprises with emphasis on the development of local entrepreneurial skills.

To this effect therefore, BEDCO developed a training unit whose primary responsibility was to design need-oriented programmes geared towards the upgrading of skills and knowledge in business management. To ensure optimal utilization of resources, BEDCO has also developed strong links with other training institutions and when need arises, expertise outside BEDCO is sought and utilized.

BEDCO's entrepreneurial training and development activities cover the following areas:

(i) Management and Accounting Programmes which cover induction courses to meet the needs of new entrepreneurs; effective supervision and its impact on productivity; training within industry to help participants improve and maintain good human relations at work; communication and motivation; retail management, marketing and salesmanship; and book-keeping and accounting;

(ii) On the job-training which takes place right where entrepreneurs live and work;

(iii) Special seminars conducted upon requests by clients; or those specially conducted to respond to a training need;

(iv) Technical training programmes cover school uniforms pattern design; textile technology and knitting programmes.

The representative of BEDCO concluded by saying that the Corporation had gained wide experience in training adults particularly in Business Education over the last seven years. Most of its staff were men and women who had gained wide experience in dealing with problems of small entrepreneurship or small scale industries. He emphasized the point that BEDCO Training Programmes are specially designed and conducted to meet the needs of nationals of Lesotho i.e. the small scale Basotho entrepreneurs.

5. Health Education Unit

A representative of the Ministry of Health, Lesotho, informed the participants of the Ministry's involvement in health education under the banner of good health for all in Lesotho. This training programme was designed for village health workers engaged in the Rural Health Development Project in Lesotho.

This project financed by USAID and UNICEF aimed at achieving the goal of "health for all by the year 2000". The training programme of the project focused attention on the following aspects of health: good health; health problems; helping people to care for their own bodies; the village health worker and his needs; and the village health worker training. In this last regard, the training of the village worker concentrated on child care and nutrition; how to keep water clean, health , pregnancy; child spacing; first aid; veneral diseases and keeping villages clean.

One of the primary considerations for the health worker, was that the person himself/herself must be in good health and with a high sense of responsiblity and devotion to duty.

B. Credit Programmes in Adult Education at Third Level Institutions

During the Conference, five presentations were made regarding credit programmes in adult education in SADCC countries. Four of the presentations were from:

(a) The Institute of Adult Education, University of Botswana;

(b) The Institute of Extra-Mural Studies, National University of Lesotho;

(c) The Division of Extra-Mural Services, University of Swaziland; and,

(c) The Centre for Continuing Education, University of Zambia. All focused attention on certificates and diplomas awarded by the respective institutions in adult education.

The fifth contribution came from theDepartment of Adult Education, University of Zimbabwe, which in addition to offering diplomas in adult education, also offers bachelors and masters degrees in adult education. Representatives of these institutions gave a brief account of their credit programmes in adult education as follows:

1. The Institute of Adult Education, University of Botswana

A representative of the Institute of Adult Education (IAE) said that IAE is an extension arm of the University of Botswana primarily concerned, with extending the University's resources beyond the main campus in Gaborone and designed to develop the University's contribution to adult education in the country.

To this end, he said that the IAE works closely with the other Departments of the University, Government Ministries and private and voluntary agencies.

He said that IAE functions range from University extension services by organizing courses, seminars and meetings designed to give the public access to learning opportunities provided by the university. Some of the courses are part-time study programmes that lead to university qualifications. A second aspect is the training in adult education through the provision of courses so as to develop the knowledge and improve skills of professional groups and individuals engaged in various forms of adult education. A third function is experimentation, research and evaluation in which the programmes focus is designed to test new ideas and methods in adult education and to ensure that the findings are widely circulated for possible use. Finally, the Institute has been involved in fostering inter-agency co-operation within the country and co-operation with other institutions in the region.

At present, the Institute offers two types of credit programmes in adult education viz: the Certificate in Adult Education and the Diploma in Adult Education of the University of Botswana. The Certificate in Adult Education is a part-time two year programme of academic study combined with assignments relating to the students' work experience. The Course is designed to provide basic training in adult education to people who already have the experience in work which has an adult education component. It employs distance teaching techniques combined with fact to fact tuition with correspondence study. At the end of the two years, successful students are awarded the "Certificate in Adult Education of the University of Botswana."

The Diploma in Adult Education, unlike the Certificate Course is a full time two year programme of academic study and practical work intended for people who already have some experience in work which has an adult education component such as extension work; rural and urban development programmes; literacy programmes; district administration and other activities associated with non-formal education.

The representative of the Institute pointed out that the Diploma course requires a person to take a field project of at least ten weeks apart from the final examinations before a person can be awarded a Diploma in Adult Education of the University of Botswana. Entry to the course requires one to have a good ordinary level pass or a third class of the Cambridge Overseas School Certificate plus the relevant experience; or a Certificate in Adult Educate of the University of Botswana passed with credit.

The representative of the Institute also informed the Conference that the Institute was going to start offering degree programmes in adult education as from 1987. This development would greatly enhance the Institute's efforts in regional and subregional co-operation.

2. The Institute of Extra-Mural Studies of the National University of Lesotho (IEMS)

A representative of IEMS said that the general aim of the Institute is to extend University Services to the adult population of Lesotho for promoting socio-economic development and improving community life. However the specific goals of the Institute are very much in line with the Government's overall educationl objectives which are started as follows:

(a) train national manpower for managerial positions in the upper and middle levels of the public and private sectors;

(b) provide education and training to Basotho to ensure the localization of key posts in the country and,

(c) provide educational opportunities for the professional advancement and self improvement of Basotho.

In pursuance of these objectives, the representatives of IEMS said that the Institute had offered four credit programmes in adult education viz:

(i) A Diploma in Adult Education;

(ii) A part-time B.A. Course Degree in humanities, law or social sciences;

(iii) A certificate/Diploma in Business Studies;

(iv) Certificate/Diploma in Labour Studies.

The representative of IEMS said that the Diploma in Adult Education was a relatively new programme offering part-time studies to clients from Governments Ministries engaged in adult/extension education i.e. those in engaged in agriculture, health, education, commerce, cooperatives, rural development and justice (law and order) activities. The programme which is oriented towards the needs of adult learner, utilizes the existing resources of the National University of Lesotho and financially assisted by USAID.

Most clients of the programme were holders of a certificate in agriculture nursing, nutrition, social work, social development, community development, or similar fields deemed necessary by the University Admissions Committee.

The Diploma in Adult Education takes three years of part-time study covering a number of subjects with the final year focusing attention on community development and extension work and a project in adult education.

The representative said that the award of this Diploma with distinction, credit or pass does not carry with it the right for the student to pursue a degree programme. This has tended to deter many aspiring students to pursue the diploma.

As regards the part-time degree programme either in social science, law, commerce or humanities, it was pointed out that the programme was a six year part-time course. The requirements for this were the same, as far students on full time courses. This programme, however, had some problems and was therefore temporarily suspended pending reorganization and redesign of the programme. This had been undertaken through the services of an advisor sponsored by the USAID and was therefore expected to become operational again in due course.

The IEMS representative also pointed that the Diploma in Business Studies was to provide programmes for working adults in accounting and commerce so as to meet the needs of business and government enterprises. She said that the Business Studies Programme could be pursued either as a two-year part-time programme leading to a certificate award in accounting, economics and quantitative methods or a two-year part-time advanced diploma in management or business law. The difference between the two programmes was on admission requirements and the levels at which

the courses were offered. The Diploma was more rigorious and needed a higher entry qualification. This programme in Business Studies was perhaps the most popular programme given by IEMS as it had registered some 206 students in 1983/84 academic year.

Finally the Institute offered the Certificate and Diploma in Labour Studies in collaboration with the Institute of Labour Studies. The focus of the programme has been on labour relations including the legal, sociological, historical, political and economic aspects of migrant workers.

Both the Certificate and the Diploma are two-year part-time study programmes. A student with a good grade at the end of the diploma course may be recommended for entry into the University to pursue a degree course.

The representative pointed out that IEMS was having high drop-out rates in the Labour Studies programme so that the programme was going to be suspended in 1985-1986 academic programme. She concluded by saying that IEMS was eager to learn from other institutions what steps had been taken to reduce drop-outs in their programmes.

3. The Division of Extra-Mural Services (DEMS) of the University of Swaziland

A representative of the Division of Extra-Mural Services (DEMS) of the University of Swaziland said that DEMS is part of the Department of Education. Its primary function is to extend the University programmes to adult population of Swaziland with a view to meeting the country's shortage of middle level technical and managerial manpower.

Since 1977, DEMS has been offering diploma programmes in Adult Education and Business Studies; Certificate programmes in Accounting, Business Studies, and Statistics, and offering courses designed to help students to upgrade and pass the Cambridge/London Overseas School Certificate examinations in order for them to satisfy the entrance requirements of training institutions.

As regards credit programmes in adult education, DEMS offers the Diploma in Adult Education, the Certificate in Accounting and Business Studies and a Diploma in Accounting and Business Studies.

The Diploma in Adult Education is intended for adult employed by the public and private sectors and non-governmental organizations. Prospective candidates are required to have a minimum of two years working experience and should be holders of third class pass in Cambiridge Oversea School Certificate or its equivalent. The programme is done on a part-time basis for two years including a two-week residential block session in each semester. Among the subjects studied are adult psychology, philosophy of adult education, communication skills research and evaluation learning theories etc.

The representative said that DEMS offers also theCertificate in Accounting and Business Studies which is a two year part-time programme for junior staff in accounting and business. The programme is conducted through evening classes concerntrating mainly on accounting, mathematics, communication skills and economics. Candidates must have a minimum of the Junior Certificate.

In addition, DEMS also offers a Diploma in Accounting and Business Studies which is a three year programme done through evening classes and catering mainly for the urban dwellers of Mbabane and Manzini. A credit pass in the Certificate Programme qualifies one for registration in theDiploma Programme or one can register for the diploma provided he/she has ordinary level passes or the Cambridge Oversea School Certificate.

The representative of DEMS concluded by saying that these programmes are administered through study Centre Co-ordinators who are part-time employees and manage the centres for three hours an evening. They are not resident tutors. Co-ordinators are supervised by DEMS staff.

4. Centre for Continuing Education, University of Zambia

The representative of the Centre for Continuing Education (CCE) of the University of Zambia, said that the CCE was established in 1975 to be responsible for two main functions: (i) teaching and research in the field of adult education and (ii) participating directly in the national adult education programmes. He said that the Centre carries these functions through its programmes in each of the four departments:

(i) the Department of Adult Education

(ii) the Department for Correspondence Studies

(iii) the Department of Extension Studies and Conferences and

(iv) the Department of Mass Communication.

Through these Departments, the centre aims at creating a more effective machinery that would enable the University of Zambia to harness its own collective potential to assist creating and influencing change within the context of national aspirations. It further aims at providing learning opportunities to individuals in society so as to actively participate in national development. The Centre also helps to identify areas of research for which there is need and to ensure that the results of research are disseminated to the community at large.

The Centre offers the following credit programmes in adult education:

(a) Certificate in adult education offered by the Department of Adult Education and lasts for year

(b) Diploma in Adult Education as a second year advanced programme for adult educators offered by the Department of Adult Education. It is a one year full time course of study or two years by correspondence.

The Department of Adult Education also offers non-credit programmes in the form of seminars and short-training courses in adult education.

Other credit programmes offered by theCentre are the B.A. degree in Mass Communication. The Department of Mass Communication is responsible for this four year degree course. The Department works closely with the School of Humanities and Social Sciences of the University.

The Department of Correspondence Studies is responsible for the organization and administration of all studies by correspondence although actual tuition is given by members of the academic staff of the various schools. At present degrees by correspondence are offered in the humanities and social sciences leading to B.A. in the humanities and social sciences subjects; or a B.A. degree with Education awarded by the School of Education. Other faculties are not as yet offering degrees by correspondence.

The Department of Extension and Conferences offers non-credit programmes by organizing conferences, seminars, workshops, residential courses, and public lectures.

The representative of the Centre concluded by saying that he hoped the Conference would come up with strategies for co-operation in the development of degree programmes in adult education as his Centre was not yet offering degree courses in adult education.

5. The Department of Adult Education in the University of Zimbabwe

A representative of the Department said that the University of Zimbabwe has since 1961 been instrumental in offering credit courses at varying levels in adult education, through what was started as the Institute of Education and operating as the Department of Adult Education within the Faculty of Education. He said that the Department was concerned with the preparation of adult educators, through both credit and non-credit programmes for a variety of leadership roles in rural and urban development programmes for meeting the various needs of Zimbabwean society.

At present the Department offers five credit programmes in adult education, viz:

(a) Diploma in Adult Education

(b) Diploma in Health Education

(c) Diploma in Nursing Education

(d) Bachelor's Degree in Adult Education

(e) Masters in Adult Education (M.Ad.Ed.)

The Diploma in Adult Education is geared towards meeting the needs of persons working at the grass root level in the field of adult education. It is therefore a post-experience course and forms part A of the Bachelor's programme in adult education.

The Diploma in Nursing and Health Education is offered to health and nursing educators who are considered as adult educators. This is so because health and nursing education are considered as special fields in adult education.

The Bachelors programme requires that a candidate should have a diploma in adult education so as to make indepth study of a particular area of adult education in which the student would like to specialize. The programme takes two years and a student takes two courses per year and should complete a field project before graduating. The programme makes comparative adult education a compulsory subject.

Those candidates wishing to proceed to the Masters programme must normally have had a minimum of two years experience in adult education and should currently be engaged in the field of adult education, and must have a first degree and the diploma in adult education of the University of Zimbabwe, or other recognized universities.

The representative concluded by saying that these credit programmes were not without problems. Among such problems were the shortage of textbooks relevant to the needs of the students. Students have to supplement the limited resources available by making use of public and other libraries available in the country. Another problem is that of materials written for distance education purposes which are not tested for suitability and appropriateness until students come for a residential period during which they will have already spent so much time on them such that a change of the material may be difficult. A final problem highlighted was that of follow-up and feedback of the impact of the credit programmes. Little has been done in this respect. It is hoped that this will be done in the near future to ensure the effectiveness of the programme.

PART THREE

VII. General discussions

Following the various presentations by the institutions' representatives, Conference had detailed discussions on some of the issues raised in respect of Credit Programme in adult education. In the first place, the Conference listed as many problems and issues of concern in adult education as was possible; and then tried to map out possible solutions and where necessary made recommendations. Among the issues discussed were:

(i) the tasks for an adult educator

(ii) the definition of credit programmes in adult education

(iii) co-ordination and development of adult education and training programmes at national level

(iv) sub-regional/regional co-operation on university training and research in adult education

(v) staff and student exchange in adult education

(vi) use of external examiners to strengthen adult education programmes

(vii) resources sharing and the development of text books in adult education

(iv) training in adult education

1. Tasks of an adult educator

The Conference felt that the tasks of an adult educator are many and varied. These include teaching, organizing programmes, undertaking research and evaluation; mobilizing the community for development activities, disseminating information; identifying training needs of the community and managing organizations so that adults are exposed to educational opportunities. To do this an adult educator needs to be equipped with the necessary knowledge and technical know-how in adult teaching methodologies, communication skills; research techniques, administrative and management skills and procedures.

All these, however can be of less use to the adult educator unless he/she is fully aware and conversant with the social, political, cultural, economic and educational mileau within which he/she is working. The Conference felt therefore, that whatever training is undertaken, be it at certificate, diploma or degree level, it should take into account some if not all of these issues and develop the necessary competencies and skills for effective execution of adult education programmes. To this effect therefore the training of adult educators must of necessity include a study of the foundations of philosophy, psychology, sociology, communication skills, learning theories of adults; and a combination of theory and practice.

The conference greatly stressed the need for educating and adults engaged in the various aspects of adult education so that they could play their roles better and contribute more effectively to the development of adult education both as a practice and as a field of study.

2. Credit Programmes in Adult Education

The Conference classified programmes in adult education as being of two types - credit programmes and non-credit programmes. Many of the institutions represented at the conference offered both credit and non-credit programmes e.g. seminar, workshops, conferences in-service training programmes were being offered by institutions and these were not so much the attention of the Conference.

The Conference specifically considered credit programmes in adult education as:

(a) the provision of courses to adults leading to qualifications of university or non-university standard in a variety of academic subjects such as business studies, public administration, accountancy and labour studies;

(b) the provision of education and training to adult personnel in which adult education itself is taken as a field of study leading to university qualifications at diploma, degree or masters levels.

These two definitions, helped to clarify the complexity of the issues which the Conference discussed. It was pointed out that the second definition was more amenable to sub-regional and regional co-operation in the exchange of staff, students and instructional materials.

3. Aims and Objectives

Most of the participants felt that the aims and objectives of adult education institutions, especially at third level institutions, were to create an effective machinery or framework which would enable national universities through the respective institutions to assist and influence change within the aspirations of national development.

A second objective was that of providing learning opportunities or second chance to individuals with the knowledge and skills to enable such adult individuals participate more effectively in the process of national development. Thirdly such adult institutions were assisting in the development and co-ordination of national resources for adult or continuing education. This was considered as a very important matter as resources earmarked to education as a whole were not enough to cater for the educational needs of everyone in the country. Thus the role played by such adult education institutions was crucial in the co-ordination of national educational resources. Finally adult education institutions help to identify fields and areas of research for which there is urgent need in the country for some solution to a problem and ensure that research results do reach the community.

These aims/objectives, it was pointed out do affect the development and implementation of adult education programmes. What was needed therefore was a clear definition of programme and institutional aims and objectives in adult education.

4. Coordination and development of adult education and training programmes at national levels

The conference felt that there was a lot of duplication at national level by the many institutions, public, private or agency sponsored, engaged in the education and training of adults. This duplication led to a lot of waste in resource utilization and often times caused unnecessary animosity at national level.

The Conference therefore agreed and recommended that there was need to establish a framework or machinery at national level responsible for the coordination of adult education programme. Such a machinery could be in the form of a board or national committee established by an act of parliament. Efforts at national level should be made to ensure that a national coordinating body/committee exists for the effective development of adult education.

5. Sub-regional/regional co-operation on university training and research in adult education

The Conference felt that arising out of the presentations from the five countries represented, there was ample evidence to show that the university institutions in the region were offering a variety of credit programmes in adult education ranging from certificates to masters degree in adult education. The Conference felt however, that resources, in the region both human and financial, were very scarce, and hence there was need for developing a framework for the sharing of information, human and material resources, and for sharing research findings and experiences.

To this end therefore, the Conference recommended the establishment of a sub-regional committee for SADCC countries which would facilitate the cooperation and collaboration of programme activities within the framework provided by the Mbabane Programme of Action of theSecond Conference of Vice-Chancellors, Presidents and Recotrs of Institutions of Higher Learning in Africa.

6. Staff and student exchange

The Conference noted the variety of courses and programmes offered by the institutions in the subregion in the field of adult education; and that these were at different levels. To maximize resources and benefit from the experience of others, the Conference felt that universities of the subregion should as much as possible encourage staff exchange in adult education as was the case in other fields and programmes, and that there should be student exchange especially for degree and post-graduate courses in adult education. Most of the countries could not run masters programmes in adult education, with the limited resources they had without making such programmes uneconomical.

The need for staff and student exchange was therefore strongly endorsed.

7. Use of External Examiners in Adult Education

It was the feeling of the participants that since third level credit institutions in adult education were an integral part or an extension arm of the university in each of the countries represented, they should be subjected to the same practice of programme review and evaluation as other departments of the university.

Besides, those engaged in teaching and research in adult education were bona-fide staff members of the university and having undergone the same recruitmentprocedures as other faculty members. Their programmes and courses therefore should be subjected to external examining especially if they operate at degree level. External examining in adult education would strengthen adult education courses and foster comparability of programmes between and among institutions in the region.

The Conference therefore recommended that universities in the sub-region should endeavour to utilize external examiners in adult education credit programmes at degree level as was the practice in other fields of study. This would ensure a certain measure of quality in adult education.

8. Resources sharing including textbooks

The Conference in its discussion expressed the view that SADCC countries were offering a variety of courses which had a lot in common and that institutions could learn a lot from each other. In order to strengthen training and research activities in adult education and optimize the use of scarce resources, the Conference expressed the view that a framework for sharing of information, staff and instructional materials should be developed.

The sharing of resources should not just be confined to instructional materials including textbooks, but to staff as well. The Conference also felt that many of the institutions had developed and accumulated enought information which could be used for text-book write-up. Such information needed sharing and that the development of text books and other instructional materials called for joint efforts by SADCC institutions engaged in adult education.

The Conference therefore recommended the establishment of a sub-regional committee and that one of the functions of the proposed regional/sub-regional committee should be to facilitate information sharing and promote thepublication of instructional materials.

9. Training in adult education

During the Conference, a point was made that while greater emphasis was being placed on credit programmes in adult education, it was also necessary to give training on the basis of national and communities' needs special courses, seminars and workshops aimed at developing the knowledge and improving the skills of individuals engaged in adult education.

While initial training is very important for preparing a person for a task, revision and changes in any programme call for continuous upgrading of knowledge and skills to keep abreast with the changing times.

In adult education, training, retraining and even on-the-job training are very important since yesterday's adults are different from to-day's; and to-day's adults different from to-morrows. As methodologies for teaching adults change the need for training adult educators becomes more pressing. The Conference felt that the provision of education to adults by adult educators calls for professional competence and special skills which can be developed through training. Adult education should be considered as a specialized field of study the development of which demands expertise and professionalism in the field. To this end therefore, adult educators should be trained and equipped with necessary skills and competnecies for effective execution of adult education programmes.

PART FOUR

VIII Group discussions

Following the general discussions, the Conferecne broke into two groups so as to have detailed discussions on issues considered most pertinent by the Conference. The purpose of the groups was to make recommendations for adoption by the Conference for improving local and regional credit programmes in adult education.

Group one considered the issues related to the "Co-ordination and Development of Adult Training and Education programmes in Lesotho". On the other hand, Group two considered the "establishment of a committee for Regional Co-operation on University Training and Research in Adult Education within SADCC countries." The outcome of these two groups follows hereunder.

Group 1

A. The Co-ordination and Development of Adult Training and Education Programmes in Lesotho

1. Introduction:

The participants of this group addressed themselves to current inadequacies, problems and corrective measures to be effected in order to overcome apparent short-comings in Lesotho's adult training and educational endeavours.

2. Inadequacies and Problems in Adult Education and Training in Lesotho are as follows:

The group felt that the duplication of efforts in training and education of adults by several institutions established by individuals Lesotho government ministries, results in waste of resources. The failure of ministries to consult each other with regard to programmes already offered, results not only in duplication but also in poor quality training and education services, rendered to adults.

It was also felt that there is a lot of ineffective utilization of human resources in Adult Training and education national efforts, which results in wastage of scarce resources.

Further the lack of adequately qualified clientele (potential participants) for admission into adult training and education programmes was causing concern to many adult educators.

3. Strategies

It was agreed that to overcome problems and failures in adult training and education efforts, the Director of IEMS is to present the following strategies and possible solutions to the Honourable Minister of Education, Sports and Culture:-

(a) The Ministry of Education should establish a coordinating body for adult training and education in order to eliminate duplication of efforts.

(b) The Ministry should explore avenues for strengthening and developing the existing Lesotho Association for Non-Formal Education.

(c) IEMS should introduce an inventory of human resources, training facilities, and materials in all training institutions and avail the said, in all institutions in order to ensure optimal use of resources.

(d) The Coordinating Body in (a) above should be informed of expatriate personnel from Cabinet Personnel in order to engage them as resource persons in adult education programmes.

(e) The Minister should designate an organization to be solely responsible for upgrading potential adult learners i.e., third class pass matriculants.

4. Policies to be introduced in Adult Training and Education

(a) The need for present and establishment of future credit programmes should be approved by the coordinating body.

(b) The coordinating body should ensure uniformity in admission requirements in adult training and education programmes.

(c) External examiners should be engaged from any country in the SADCC region for university credit programmes.

5. Text-Book production and exchange of information

(a) Identify suitable adult education books which are available on the market.

(b) Commission the writing of relevant books in adult education and the production of teaching aids.

(c) The establishment of a newsletter, organization of seminars and workshops in order to exchange information on adult education.

6. Finance

(a) A study into the amount of money available and sources of such funds for financing adult education should be commissioned. In consultation with the National Manpower Development Secretariat the committee should decide on how funds should be utilized for adult education.

(b) A survey should be conducted on the ability of adult education programmes clientele to pay tuition fees.

7. The need for follow-up action

(a) The director of IEMS should convene a meeting of bodies involved in adult education to report on his mission to the Minister of Education.

(b) In the interim an adult education committee should be elected to ensure that the recommendation of the conference are implemented.

Group 2

B. Committee for Regional Cooperation on University Training and Research in Adult Education within SADCC

1. Introduction

The participants of Group 2 at the Conference on Credit Programmes in Adult Education identified the need for increased cooperation within the SADCC region on university training and research in Adult Education. It recognized that institutions of higher education in the region are offering a variety of aualifications in adult education from certificate to Masters level and hence adult education is emerging as a significant academic discipline and field of research. In order to strengthen these training and research activities and optimize the use of scarce resources, it is necessary to develop a forum for the sharing of information and the analysis of experience on a regional basis.

The Group therefore recommended the establishment of a committee that can facilitate regional cooperation and collaboration within the framework provided by the Vice-Chancellors of the Association of African Universities and the Southern Africa Development Coordination Conference.

2. Committee Membership

It is recommended that the Committee be comprised of heads of the departments concerned with training courses for adult education personnel at the institutions of higher education in the nine SADCC member States, and of relevant officials of the three recognized liberation movements. It is proposed that the Interim Chairperson of the committee be the Director of the Division of Extra-Mural Services of the University of Swaziland.

3. Committee Functions

The general aim of the committee shall be to promote cooperation within SADCC on university training and research in adult education. Among the specific functions of the committee shall be the following:

- To exchange information and share experience on adult education training and research;
- To provide a forum for consultation on the nature of national training programmes and their regional inter-relationship;
- To enable cooperation on curriculum development and on the production of educational materials relevant to the needs of Southern Africa;
- To encourage discussion of approaches to student assessment and programme evaluation;
- To investigate solutions to the problems of human and financial resource constraints;
- To promote research and publication related to adult education in the region;
- To facilitate staff and student exchange amongst member institutions;
- To organize regional seminars on issues of training programme development and of research;
- To brief the Vice-Chancellors of the region on matters appropriate to the development of policies for adult education training and research within the Association of African Universities.

4. Implementation

The Group felt that the strategy for implementation should be as follows:

(a) Formal support should be sought from theVice-Chancellors of the universities of the SADCC member States and from the relevant officials of the liberation movements.

(b) The Interim Chairperson of the Committee, on receiving declarations of support for the proposal, should seek donor funds for an initial meeting.

(c) The Interim Chairperson, on receiving funds, should organize in Swaziland at the earliest convenient time the inaugural meeting of the Committee to discuss the following agenda:

(i) Terms of Reference

(ii) Plan of Action

PART FIVE

IX. Conclusions and Recommendations

The Conference having shared the experiences in the establishment, development and execution of credit programmes in adult education and learned from each others problems and prospects in offering such credit programmes condluded that there was need within SADCC countries for cooperation and collaboration amongst institutions of adult learning. The participants felt that at present there was little sharing of thelimited human, financial and material resources among sister institutions engaged in adult education; and that at national level, there was a lot of duplication of efforts and ineffective utilization of resources.

While it became evident that institutions in the subregion were offering similar credit programmes, they were not all being offered at the same level as their levels ranged from a certificate to a masters in adult education. Lack of resources, and in some cases, the non-availability of well qualified candidates made it difficult for some of the certificate/diploma courses to be extended into degree programmes. In this regard, there was need for a pulling together of the limited resources through a staff and student exchange programme operated on a bilateral basis between institutions in the subregion.

The Conference also felt that over the years, many of the institutions had accumulated and assembled enough instructional materials and information which could be used for the development and production of textbooks in adult education for use in the subregion. To effect this, a sub-committee should be set up to examine ways and means for the development and production of text books.

It was also the feeling of the Conference that at national level, there was a lot of duplication of efforts in adult education. In this regard it was necessary for Governments to set up a coordinating machinery through an act of parliament for the coordination of adult education programmes.

In highlighting these conclusions, the conference made the following recommendations:

A. At National Level

(1) The Ministry of Education should take steps to establish a co-ordinating body through an Act of Parliament for adult education and training in order to eliminate the prevailing duplication of efforts in the development and execution of adult education programmes;

(2) That upon the establishment of such a coordinating body, a review should be made of current adult education programmes and proposals made for the effective utilization of resources;

(3) The coordinating body, through the services of a sub-committee should examine ways and means of upgrading the knowledge and skills of adult educators as a way of fostering and encouraging career development in the field of adult education. Efforts should be made to upgrade the qualifications of potential adult learners so that they are available for training, (e.g. third class pass matriculants); and upgrading certificate/diploma adult educators to degree level;

(4) That the proposed coordinating body should appoint a sub-committee responsible for identifying suitable adult education information and instructional materials available in various institutions for the production of text-books and other teaching materials;

(5) The Ministry of Education should make a review of financing adult education at national level and propose measures as regards to the effective utilization of resources;

(6) That national universities should not just see adult education programmes as an extension arm of the University but as one of the key and priority services the university should provide to the community and national development. Every effort should be made to accord priority to adult education matched with the provision of resources.

B. At Subregional/Regional Level

As regards cooperation and collaboration at subregional/regional level, the Conference recommended that:

(1) There should be established a committee which should facilitiate sub-regional/ regional cooperation and collaboration within the framework provided by the "Mbabane Programme of Action" adopted by the Second Conference of Vice-Chancellors, Presidents and Rectors of Institutions of Higher Learning in Africa in February 1985, and by the Southern Africa Development Coordination Conference (SADCC).

(2) That theproposed Committee be comprised of the heads of the departments/ institutions concerned with training courses for adult education at the institutions of higher learning in the nine SADCC member States. Since Swaziland is responsible for human resources development in SADCC countries, the Director of the Division of Extra-Mural Services of the University of Swaziland should be responsible for organizing and co-ordinating the activities of the committee during the interim period.

(3) That heads of institutions of adult education should seek the support of the Vice-Chancellors of their institutions and of Senate through appropriate channels to introduce the use of external examiners in adult education for degree programmes.

(4) That the proposed committee in (1) above should propose measures for:

(i) promoting research and publications related to adult education on the region on a collaborative basis;

(ii) facilitating staff and student exchange among member institutions;

(iii) the exchange of information and sharing of experience on adult education, training and research;

(iv) raising funds for follow-up action and implementation of these recommendations; for the production of text books and collaborative efforts in research; for workshops, seminars and conferences in specific areas of adult education, and for staff and student exchange programmes.

ANNEX

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